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RESPONSE TO U.S. DEPARTMENT OF EDUCATION'S  
OFFICE FOR CIVIL RIGHTS PROPOSED FACTUAL REPORT ON  
SOUTH CAROLINA'S HIGHER EDUCATION DESEGREGATION PLAN

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South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

May 7, 1987









--- SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 650

COLUMBIA, S. C. 29201

FRED R. SHEHEEN  
Commissioner

TELEPHONE  
803/253-6260

June 5, 1987

Ms. Alicia Coro  
Acting Assistant Secretary for  
Civil Rights  
U.S. Dept. of Education  
400 Maryland Ave. SW  
Washington, DC 20202

Dear Ms. Coro:

I am pleased to transmit, on behalf of Governor Carroll A. Campbell, Jr. and the S. C. Commission on Higher Education, our response to the Proposed Factual Report on South Carolina's Higher Education Desegregation Plan. The Commission approved the response at its meetings on May 7, 1987 and June 4, 1987.

Sincerely,

A handwritten signature in dark ink, reading "Fred R. Sheheen", is written over the typed name.

Fred R. Sheheen  
Commissioner

FRS:ylm

cc: The Honorable Carroll A. Campbell, Jr.  
Governor of South Carolina  
Ms. Nelle H. Taylor, Chairman  
S. C. Commission on Higher Education  
Dr. Alba M. Lewis, Chairman and Members,  
CHE Implementation Committee

South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

May 7, 1987





SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

200 MAIN STREET

ANY MO

COLUMBIA, S. C. 29201

TELEPHONE  
802-2400

FRED H. SHAWEN  
Commissioner

June 5, 1987

Mr. Alvin Cato  
Acting Assistant Secretary for  
Civil Rights  
U.S. Dept. of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Mr. Cato:

I am pleased to transmit, on behalf of Governor Carroll A. Campbell, Jr. and the S. C. Commission on Higher Education, our responses to the proposed Federal Report on South Carolina's Higher Education Desegregation Plan. The Commission approved the responses at its meetings on May 7, 1987 and June 4, 1987.

Sincerely,  
*Fred H. Shawen*  
Fred H. Shawen  
Commissioner

WRS:yla

cc: The Honorable Carroll A. Campbell, Jr.  
Governor of South Carolina  
Mr. Willie H. Taylor, Chairman  
S. C. Commission on Higher Education  
Dr. Alvin H. Lewis, Chairman and Member,  
CNS Implementation Committee



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South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

May 7, 1987



RESPONSE TO U.S. DEPARTMENT OF EDUCATION'S  
OFFICE FOR CIVIL RIGHTS PROPOSED FACTUAL REPORT ON  
SOUTH CAROLINA'S HIGHER EDUCATION DISCRIMINATION PLAN

South Carolina Commission on Higher Education  
1501 Main Street, Suite 400  
Columbia, South Carolina 29201

May 7, 1987



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### B. Guidelines for Research Program Grant Programs

1. The Graduate Incentive Fellowship Program
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## PROLOGUE

South Carolina has faithfully executed its mandate to implement the five year federally negotiated Desegregation Plan. The State has met all financial commitments made in the Plan, and it has met all programmatic commitments made in the Plan. Indeed, our State has demonstrated to the Nation and our own citizens that the elimination of discrimination in our society is a goal to which the majority of our people are dedicated not because of federal requirements, but because we feel such efforts are right and just.

Believing it inconceivable to permit our constructive efforts toward elimination of discrimination in our higher education system to come to an abrupt halt, we adopted on our own volition in December, 1985, a State Plan for Equity and Equal Opportunity in Public Colleges and Universities, 1986-1987 and Beyond. The State Plan is a blueprint for the policies and strategies that characterize conscious, ongoing efforts to eliminate any vestiges of segregation which remain in the higher education system.

Since July 1, 1986, we have implemented the projects and programs in the State Desegregation Plan with broad support from governing authorities and educational leaders, at a cost to the State of more than \$2-million annually. The policies and programs that flow from this Plan are rooted in our commitment to promote and achieve racial equity as well as academic excellence in our public colleges and universities.

We note with pride the progress that is reflected in enrollment trend data (in the OCR Factual Report) that are positive for South Carolina's public colleges, despite negative national and regional trends



for the same period. For the five year period (1981-1986), these trends show 1) increases in Black undergraduate enrollment, 2) increases in full-time Black graduate student enrollment, 3) increases in white graduate and undergraduate enrollments at South Carolina State College, 4) increases in the numbers of students enrolled in enhancement programs at Denmark Technical College and South Carolina State College, and 5) near parity in the rates of Black and white baccalaureate degree earners going on to full-time graduate studies in South Carolina.

These enrollment trends are consistent with our State's commitment and successful efforts to provide equal access, equal treatment and equal outcomes for all students enrolled in higher education institutions in South Carolina.

While these positive trends are noted, we are aware also of unmet goals in several areas that require additional efforts and strategies for continued progress.

We have reviewed unmet goals and reassessed the validity of the objectives that were established for reaching these goals. In instances where we found that objectives were unrealistic or invalid, we have, since the expiration of the federally negotiated plan, developed additional strategies and creative measures for achieving parity and maintaining equity and equal opportunity in our higher education institutions. While we do not have solutions to all of the problems related to achieving the desired improvements, we do believe that our efforts and results are credible and perhaps worthy of emulation by others.

Some of the factors affecting progress in certain areas of desegregation are related to problems that extend beyond the parameters of our State.



For example, The Chronicle of Higher Education reported (March 25, 1987) that the Desegregation of faculty has been an elusive goal to achieve not only in South Carolina, but throughout the Nation. Given present demographics and trends throughout the Country, our inability to achieve sizable increases in black faculty over the past five years should not be attributed to lack of commitment or lack of effort on the part of this State. We continue to seek solutions to problems related to desegregation of faculty in higher education. To this end, we have established a Graduate Incentive Fellowships Program in efforts to develop our own Ph.D. faculty, and we are utilizing aggressive strategies to recruit nationwide.

Two legislative measures that have been enacted in our State in recent years (The Education Finance Act, 1977; and the Education Improvement Act, 1984) have resulted in improvements in public schools at the elementary, middle, and secondary levels. These improvements support and enhance current efforts to eliminate vestiges of segregation in the higher education system by increasing minority enrollment, and they constitute a foundation for maintaining academic excellence and racial equity in education at all levels in future years. The Education Finance Act provides for equitable distribution of financial resources to public school districts. As a result, children residing in school districts in economically impoverished areas will not suffer from educational inequities but, instead, will benefit from the provision of adequate financial resources to underwrite costs of a high quality education, thus ensuring equal opportunity for all students throughout the State. The Education Improvement Act focuses on improving the quality of education in public elementary, middle, and secondary schools through the implementation of reform strategies that will result in educational gains for students graduating from public high schools. Very soon, the successful implementation



of the EIA shall be having a recognizable positive impact on the quality and number of students entering the higher education institutions in our State. In the meantime, Desegregation Plan funds are being used to support a number of Special Projects in public school districts throughout the State to motivate and better prepare Black Students for success in college.

The commitment to equity and equal opportunity by government and educational leaders in South Carolina is evident in the Governor's office, the General Assembly, the Commission on Higher Education, and the respective institutions of higher education. These leaders have enabled desegregation activities and programs to continue to receive adequate financial support, even during times of fiscal austerity and scarce resources. The policy of the State has been a policy of fairness and commitment to continue necessary programs to maintain equity and quality in higher education following the expiration of the Federal Desegregation Plan and continuing into the foreseeable future.

We are pleased to respond to the Proposed Factual Report which we received from the U. S. Office of Education's Office for Civil Rights on March 27, 1987. Our response consists of a narrative that summarizes the extent to which the report is accurate and/or complete, and appendices that include (1) information from higher education institutions on matters that pertain to their respective campuses and (b) guidelines for current desegregation plan grant programs. Accompanying the response is a copy of the State initiated Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-1987 and Beyond.



I. General Comments Regarding Accuracy and Completeness  
of the Proposed Factual Report

A. No Major Inaccuracies

The Proposed Factual Report contains no major inaccuracies. Some points require clarification, and some minor errors have been noted. These are addressed in this document.

B. State Initiated Desegregation Plan Developed and Implemented

Since July, 1986, South Carolina's public institutions of higher education have conscientiously demonstrated commitment to desegregation goals through implementation of initiatives that are outlined in the S. C. Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-1987 and Beyond. This State initiated plan was adopted by the Commission on Higher Education and funded by the legislature.

Purposes of the State initiated plan are:

1. To provide policies, goals, and strategies for continuing efforts toward the elimination of vestiges of racial discrimination in South Carolina's public higher education system, and
2. To provide estimates of personnel and financial resources required for (1) implementation of the Plan and (2) for monitoring and reporting on Plan implementation, beginning in fiscal year 1986-87 and continuing each year thereafter into the foreseeable future.

The State initiated Plan was developed through the combined efforts of (1) members of the South Carolina Commission on Higher Education, (2) representatives from the State's institutions of higher education, and



(3) representatives from the Governor's Office, certain State agencies, and advisory groups. A copy of the State initiated plan is attached to this response as additional information and documentation of the State's continuing commitment to eliminate vestiges of segregation from the public institutions of higher education. We believe that State initiated desegregation efforts in South Carolina provide a sound method of establishing desegregation goals and strategies that are educationally sound, fiscally responsible, and responsive to requirements and goals of providing equal educational opportunities for all citizens.

C. Clarifications, Updates, and Correction of Minor Errors in the Proposed Factual Report

Although there are no major inaccuracies in the Proposed Factual Report, there are some statements that require revisions for greater clarity or changes to make minor points accurate. Also, there are some statements in the Report that describe activities or situations that need to be updated to reflect the current status of progress.

The following responses provide (1) revisions that are needed for greater clarity, (2) changes that are required to correct minor inaccuracies, and (3) additional information to reflect the current status of progress in areas where significant changes have occurred since March 31, 1986, (the date on which South Carolina's comprehensive report on implementation of the Desegregation Plan was submitted to the Office for Civil Rights).

1. Clarification Regarding the Number of Public Institutions in South Carolina and the Number and Type of University of South Carolina Campuses. On page 1 of the Report, the second paragraph provides an ambiguous, if not inaccurate, description of higher education institutions:



South Carolina has 12 senior institutions in its system of higher education, including the Medical University of South Carolina. One of these, South Carolina State College (SCSC), is a traditionally black institution (TBI). There are five branch campuses of the University of South Carolina (USC); these are designated as USC two-year institutions. There are 16 two-year technical colleges, one of which, Denmark Technical College (DTC), is a traditionally black institution.

For greater clarity and accuracy, it should be indicated that three baccalaureate degree granting regional campuses of the University of South Carolina are included among the twelve senior institutions. In addition, there are five two-year, regional campuses of the University.

2. Completion of School of Business Building at S. C. State College.

The Report states on page 5:

Construction of the School Business Building began in February 1985, and is scheduled to be completed by August, 1986.

We are pleased to report that construction was completed on schedule.

The new building is now in use.

3. Faculty Positions in Nursing Filled. The Report states on page

6:

Efforts are currently underway to fill a fifth full-time faculty position, as well as a vacancy that occurred when a faculty member resigned.

During the 1986-87 year, 4½ FTE faculty were employed in the Nursing Program at South Carolina State College.

4. Enrollment Growth at Off-Campus Sites for Courses in Educational Administration. The Report states on page 9:

The Commission on Higher Education approved SCSC's proposal to establish off-campus sites in Laurens, Columbia, Charleston, and Florence to offer courses in Educational Administration ....Program allocations for 1985-86 (including allocations for off-campus sites) were \$243,878.

The proposal to establish off-campus sites for courses in educational administration is being implemented with success.



In Fall 1986, forty-seven students were enrolled in educational administration courses at off-campus sites. Thirty-six per cent (36%) of these students were white.

5. Enhancement Funds Provided for Denmark Technical College in FY 1986-87. The Report states on page 13:

Student enrollment at DTC, which included the enhanced programs, has decreased over the life of the Plan. Although there has been no formal reevaluation of Plan implementation, the CHE, members of the State Board, the Denmark Technical Educational Commission (DTEC), and the President of the College met during 1983-84 and most recently on June 24, 1985 to review Plan commitments and address continuing efforts to increase student enrollment. Funds allocated for program enhancement were:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
100,000	257,732	236,438	187,211	208,336

The new State initiated S. C. Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education 1986-1987 and Beyond includes goals that focus on continued efforts to strengthen Denmark Technical College. To this end, Desegregation Plan funds totaling \$100,000 were provided to Denmark Technical College for enhancement in 1986-87.

6. Continuation of Desegregation Activities Beyond the 1985-86 Fiscal Year. The Report states on page 21:

South Carolina and its institutions of higher education have conscientiously implemented a wide range of enrollment desegregation measures consistent with the objectives of the Plan.

We agree with this conclusion and are pleased to report that the conscientious implementation of enrollment desegregation measures by South Carolina was not discontinued when the Federally mandated desegregation plan expired on June 30, 1986. Instead, South Carolina has demonstrated



commitment among the various higher education leaders and government officials through continued special funding for enhancement of South Carolina State College (\$900,000 in FY 86-87) and Denmark Technical College (\$100,000 in FY 86-87), and through implementation of programs that are authorized in the new State initiated Plan. These programs are being funded and successfully implemented on the campuses of public colleges and universities, and they are coordinated by the Commission on Higher Education:

<u>Program</u>	<u>Funds Provided in FY 86-87</u>
Graduate Incentive Fellowships	\$500,000
Other Race (Undergraduate) Grants	300,000
Student Retention Projects	400,000
Public School District Projects	50,000

Guidelines for each of these programs are attached in the appendix of this document.

7. Projects Implemented in Public School Districts to Increase the Proportion of Black Students at TWI's. The Report describes activities that were initiated in public school districts in 1984-85 for a number of innovative projects. In addition to the allocations made in 1984-85 (\$49,117) and 1985-86 (\$47,820), an allocation of \$50,000 was made in 1986 for continuation of efforts at this level. Information in paragraph #4 on page 23 of the Report is incomplete, in that all of the school districts that implemented programs designed to attract greater numbers of Black Students to College preparatory studies were not mentioned. The Report states:

Three public school districts implemented programs designed to attract greater numbers of students to college preparatory studies....



The school districts that received desegregation plan funds to implement such projects in 1985-86 and 1986-87 are as follows:

## 1985-86

- |                           |                     |
|---------------------------|---------------------|
| 1. Charleston County      | Project Challenge   |
| 2. Darlington County      | Project MAST        |
| 3. Spartanburg District 6 | Project At A Glance |
| 4. Marion District 3      | Project Go For It   |

## 1986-87

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Charleston County      | Project Challenge              |
| 2. Spartanburg District 6 | Shaping Tomorrow Today Project |
| 3. Calhoun County         | Calhoun Scholars/Able Project  |
| 4. Greenville County      | Project Access/Success         |

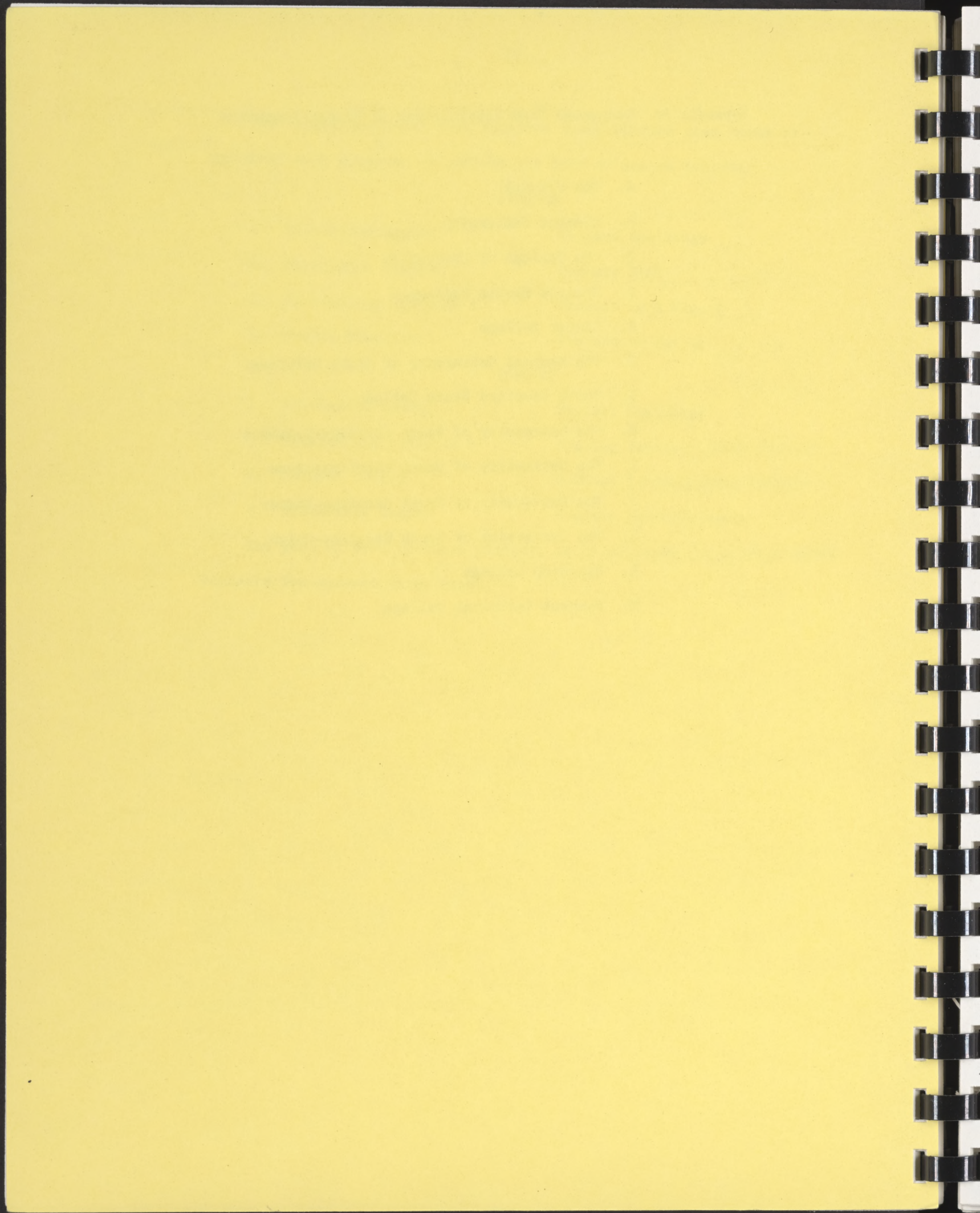
The goal of each of these projects is to motivate and prepare Black students for success in college.



Appendix A: Responses from Institutions of Higher Education

- A. The Citadel
- B. Clemson University
- C. The College of Charleston
- D. Francis Marion College
- E. Lander College
- F. The Medical University of South Carolina
- G. South Carolina State College
- H. The University of South Carolina-Columbia
- I. The University of South Carolina-Aiken
- J. The University of South Carolina-Sumter
- K. The University of South Carolina-Union
- L. Winthrop College
- M. Denmark Technical College







THE CITADEL  
THE MILITARY COLLEGE OF SOUTH CAROLINA  
CHARLESTON, S. C. 29409

APR 2 1987

RECEIVED

OFFICE OF  
THE PRESIDENT

27 April 1987

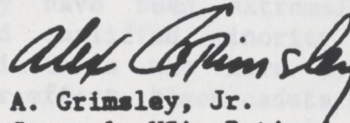
Dr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street  
Suite 650  
Columbia, South Carolina 29201

Dear Charlie:

I have asked that the appropriate offices at The Citadel review the relevant sections of the U. S. Department of Education's Office of Civil Rights report on South Carolina's higher education desegregation plan. These offices have found no errors in fact, but I am including as Attachment A a number of recent efforts which we have made in the areas of minority recruiting and retention.

I applaud your efforts and those of the Commission in coordinating the State's desegregation plan and pledge The Citadel's continuing support of the goals of the Plan for Equity and Equal Opportunity in the Public Colleges and Universities.

Sincerely,



James A. Grimsley, Jr.  
Major General, USA, Retired  
President

JAG/emk

Inclosure





RECEIVED  
APR 5 1957

THE CITADEL  
THE MILITARY COLLEGE OF SOUTH CAROLINA  
CHARLESTON, S. C. 29405

27 April 1957

OFFICE  
OF THE  
DIRECTOR

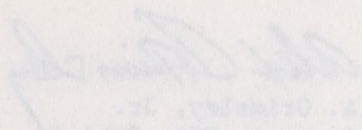
Dr. Christine A. Brown, Jr.  
Incumbent Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street  
Suite 520  
Columbia, South Carolina 29201

Dear Christine:

I have asked that the appropriate officer at The Citadel review the relevant sections of the U. S. Department of Education's Office of Civil Rights report on South Carolina's higher education desegregation plan. These officers have found no errors in fact, but I am including an addendum as a means of recent efforts which we have made in the areas of minority recruiting and retention.

I repeat your efforts and those of the Commission in coordinating the State's desegregation plan and provide The Citadel's continuing support of the goals of the Plan for Minority and Equal Opportunity in the Public Schools and Universities.

Sincerely,

  
James A. Greenleaf, Jr.  
Major General, USA, Retired  
President

JAG/ear

Inclosure





## ATTACHMENT A

### Recent Efforts Toward Minority Recruiting/Retention

#### I. Undergraduate Cadet Program

1. The increased use of mass mailings to academically targeted minority students, visits to predominantly black high schools, and personal contacts with minority applicants have all had favorable effects on minority recruiting. Our efforts in these areas have been intensified since the fall of 1986 in a concerted effort to ensure that minority students are aware of the educational opportunities provided by The Citadel.

2. The Admissions/Recruiting Office has initiated advertising efforts in magazines and bulletins which are directed specifically toward minority students.

3. A minority brochure is being designed with the full participation of our black cadets and should be completed in time to influence minority recruiting in the coming year.

4. LT Eric Manson, whose primary area of responsibility is minority recruiting, has visited junior and senior high schools to present motivational talks and to speak with minority students about the importance of attending college and the specific advantages offered by The Citadel. He has had a number of requests for repeat and follow-up visits, and interviews with local and state-wide newspapers have publicized his efforts.

5. Alumni have been involved to a greater extent this year in our recruiting efforts. They have been extremely effective in identifying interested and qualified minority students and in showing personal interests in those who have been accepted for admission. In this latter effort, black cadets have also played important roles.

#### II. Undergraduate Evening Program

1. The Evening College has prepared a video which will be used this summer to encourage minorities to consider engineering as a potential career. A number of professional engineering organizations in the Charleston area will be involved in this effort.

2. The college has authorized an additional staffing position in the Evening College. This will enable that operation to expand its recruiting efforts quite dramatically.

#### III. Graduate Programs

1. The Graduate Dean has visited South Carolina State College in



an effort to make students there aware of the opportunities for graduate education offered by The Citadel.

2. Efforts have continued to ensure that the minority members of the Charleston business community are aware of the opportunities for graduate education in business offered by The Citadel.

3. The Citadel has received several special grants from the CHE to provide training for middle and secondary school teachers. These training programs will assist in the certification or the re-certification of mathematics teachers, and special emphasis is being placed on participation by minority and rural teachers.

#### IV. Black Presence of Campus

1. After a year as an academic administrative intern, Dr. Elise Davis-McFarland has been hired as permanent Director of Academic Planning and Research.

2. Dr. Walter E. Williams, John M. Olin Distinguished Professor of Economics at George Mason University, became the first black speaker in the history of the Greater Issues Series of The Citadel when he spoke to the Corps of Cadets in March of 1987.

3. Ambassador William B. Jones spoke on campus in April of 1987 on "U.S. relations with the Caribbean and Central America." Ambassador Jones is currently staff director of the U.S. House of Representatives Sub-committee on the Western Hemisphere and has had a distinguished career as a United States Foreign Services Officer.

4. Rueben Greenberg, Chief of Police for the City of Charleston, is again serving as an Adjunct Faculty member for the Department of Political Science of The Citadel.

#### V. Race Relations

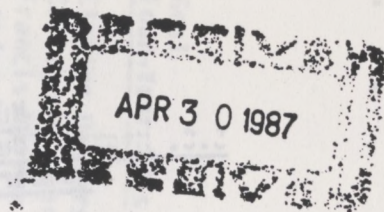
1. Black cadets and members of the faculty and staff have attended conferences addressing racial issues and matters relating to black students on predominately white campuses.

2. A race relations committee, which includes a cross section of the faculty, staff, and student body, has been formed and is now active. The efforts of this committee will have direct influence on all aspects of campus life.





CLEMSON  
UNIVERSITY



OFFICE OF HUMAN RESOURCES

April 29, 1987

Ms. Julia Wells, Coordinator  
State Desegregation Plan  
South Carolina Commission on  
Higher Education  
1333 Main Street  
Suite 650  
Columbia, South Carolina 29201

Dear Ms. Wells:

We have looked over the OCR response and there is some information which is either not accurate or questionable. We have attached copies of the relevant pages with changes noted. As you will see, some changes are very minor, others more significant.

We have also attached a copy of our recently submitted Preliminary Report for 1986-87 which gives current information on activities within the university which are designed to help reach desegregation plan goals. Many of these update the information in the OCR report and illustrate Clemson's continuing commitment to and the results from these activities.

In particular we wish to call attention to a new program for bringing black faculty into the University (Recruiting Black Faculty, page 4), a program for training black staff for higher level positions (Management Trainee Programs, page 6) and the formation of the Clemson Black Alumni Council (Clemson University Black Alumni Student Weekend, page 19). This newly developed organization now occupies a seat in the Clemson University Alumni Association and is working toward providing scholarship funding for black students.

Very truly yours,

Frank Mauldin  
Assistant Vice President for  
Human Resources

FM/pj

Attachments

CC: President Max Lennon



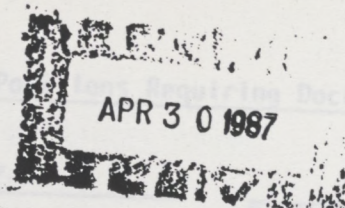
Table 5

Number of Black Full-Time Graduate Students at  
S.C. Higher Education Institutions for Fall 1981 through Fall 1985 and  
Number of Graduate Incentive Fellowships Provided for  
1982-83 through 1985-86

Institution	1981 Students	1982-83		1983-84		1984-85		1985-86	
		Students	Awards	Students	Awards	Students	Awards	Students	Awards
The Citadel	2	5	1	6	4	6	3	8	4
Clemson	10	18	6	24	9	21	11	21	18
College of Chas.	6	8	7	14	8	6	4	1	1
Includes Interns MUSC	30	30	11	25	14	28	16	37	18
USC-Columbia	148	144	7	151	14	166	24	186	30
Winthrop	20	18	7	26	9	25	6	18	7
TOTALS	216	223	39	246	58	252	63	271	73



The source for these numbers is a mystery. I can find nothing in the OCR Series 7000, 8000, 9000, 10000, or 11000 that lines up with them. There is a curious decrease between 84-85 and 85-86 from 15 to 7. All in all I question these numbers.



A-13

Table 13

Black Executives/Administrators/Managers at TWIs in Positions Not Requiring Doctoral Degree

Goal Four-Year TWIs	1981-82 12.38			1982-83 12.91			1983-84 12.20			1984-85 11.30			1985-86 12.03		
	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%	Total
Clemson University	21	10.24	205	19	9.31	204	17	8.63	197	15	8.38	179	7	4.64	151
College of Charleston	4	11.43	35	2	6.67	30	2	7.41	27	2	8.00	25	3	12.50	24
Francis Marion	2	8.33	24	2	8.70	23	4	15.38	26	4	15.38	26	4	15.38	26
Lander College	0	-	21	0	-	20	0	-	19	0	-	18	2	9.09	22
Medical University of SC	0	-	50	0	-	51	1	1.41	71	2	2.78	72	0	-	41
The Citadel	0	-	20	-	-	20	0	-	23	0	-	18	0	-	24
USC-Aiken	0	-	4	0	-	4	0	-	3	0	-	3	0	-	4
USC-Coastal Carolina	0	-	4	0	-	4	0	-	4	0	-	1	0	-	4
USC-Columbia	0	-	49	0	-	42	0	-	36	0	-	34	0	-	38
USC-Spartanburg	0	-	2	1	25.00	4	1	25.00	4	0	-	0	0	-	1
Winthrop College	1	5.00	20	1	4.55	22	1	4.35	23	2	8.70	23	2	8.00	25
4-Yr. TWI Totals	28	6.45	434	25	5.90	424	26	6.00	433	25	6.27	399	18	5.00	360
USC 2-Year Campuses															
USC-Beaufort	0	-	1	0	-	1	0	-	1	0	-	0	0	-	0
USC-Lancaster	0	-	2	0	-	1	0	-	1	0	-	1	0	-	1
USC-Salkehatchie	0	-	2	0	-	0	0	-	0	0	-	0	0	-	0
USC-Sumter	0	-	4	0	-	4	0	-	3	0	-	2	0	-	2
USC-Union	1	50.00	2	1	50.00	2	1	50.00	2	0	-	0	0	-	0
2-Yr. TWI Totals	1	9.09	11	1	12.50	8	1	14.29	7	0	-	3	0	-	3

Note: Goal for this category is the percent of master's degrees awarded to blacks in the State system.  
UCR 7000, 8000, 9000, 10,000, 11,000 Surveys, Form 2300 2.1.

The numbers in the Actual Total column do not line up with the figures on the OCR Series reports. However, OCR may be using their own formula for deriving these figures. The number of black new hires in the E/A/17 category for each year is indicated in the table. It seems likely that the number in the column should be the total number of black E/A/17, not just new hires. It seems likely that we (and others) have fewer blacks in this category than is true, the table, labeled as it is, misrepresents the actual status of the institution.



These numbers are too high and I particularly challenge the jump from 82-83 to 83-84 and 85. I cannot identify the source for any of these numbers.

A-14

Table 14

Black Faculty at TWIs in Positions Not Requiring Doctoral Degree

Goal Four-Year TWIs	1981-82 12.38			1982-83 12.91			1983-84 12.20			1984-85 11.30			1985-86 12.03		
	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%	Total
Clemson University	4	1.53	261	5	1.97	254	14	5.69	246	15	6.41	234	15	6.49	231
College of Charleston	5	11.36	44	6	16.22	37	3	7.50	40	2	5.71	35	3	6.98	43
Francis Marion	2	6.90	29	2	5.88	34	2	6.45	31	2	5.71	35	2	5.13	39
Lander College	1	2.27	44	1	2.17	46	1	2.50	40	3	6.52	46	0	-	51
Medical University of SC	2	1.63	123	1	.52	194	2	1.05	190	3	2.13	141	0	-	79
The Citadel	1	1.96	51	1	2.50	40	1	1.30	77	1	2.17	46	1	3.57	28
USC-Aiken	1	5.56	18	2	9.09	22	2	6.90	29	2	4.88	41	2	4.35	46
USC-Coastal Carolina	1	2.86	35	3	7.32	41	2	5.00	40	3	6.52	46	2	4.26	47
USC-Columbia	9	3.15	286	11	3.49	315	8	2.82	284	12	3.45	348	15	4.29	350
USC-Spartanburg	5	11.63	43	6	12.50	48	6	13.64	44	7	10.61	66	7	10.29	68
Winthrop College	4	4.26	94	4	4.49	89	6	6.06	99	4	4.60	87	5	4.90	102
4-Yr. TWI Totals	35	3.40	1028	42	3.75	1120	47	4.20	1120	54	4.80	1125	52	4.80	1084
<u>USC 2-Year Campuses</u>															
USC-Beaufort	0	-	11	0	-	12	0	-	11	0	-	13	0	-	15
USC-Lancaster	0	-	14	0	-	18	0	-	15	0	-	17	0	-	17
USC-Salkehatchie	0	-	9	0	-	9	0	-	10	0	-	11	0	-	12
USC-Sumter	1	5.88	17	1	5.00	20	1	5.56	18	1	4.76	21	2	10.00	20
USC-Union	0	-	9	0	-	8	0	-	8	1	8.33	12	1	10.00	10
2-Yr. TWI Totals	1	1.67	60	1	1.49	67	1	1.61	62	2	2.70	74	3	4.05	74

Note: Goal for this category is the percent of master's degree awarded to blacks in the State System.  
OCR 7000, 8000, 9000, 10,000, 11,000 Surveys, Form 2300 2.1.



Table 16

A-16

Black Executives/Administrators/Managers at TWIs in Positions Requiring Doctoral Degree

	1981-82					1982-83					1983-84				
	Projected Goal		Actual			Projected Goal		Actual			Projected Goal		Actual		
	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total
Clemson University	13	3.8	0	-	92	13	6.4	0	-	92	14	6.9	0	-	96
College of Charleston	6	8.7	1	3.57	28	7	10.1	1	3.85	26	8	11.6	1	4.55	22
Francis Marion	5	21.7	0	-	5	4	17.4	0	-	5	5	21.7	0	-	6
Lander College	0	-	0	-	1	0	-	0	-	1	1	4.5	0	-	1
Medical University of SC	3	2.5	0	-	55	6	5.0	0	-	53	8	6.5	0	-	48
The Citadel	0	-	0	-	5	0	-	0	-	5	1	4.8	0	-	4
USC-Aiken			0	-	6			0	-	4			1	16.67	6
USC-Coastal Car.	1*	3.2	0	-	6	1	3.2	0	-	8	1	3.2	0	-	10
USC-Spartanburg			0	-	10			0	-	8			0	-	7
USC-Columbia	6	3.8	2	2.06	97	7	4.5	2	1.94	103	7	4.5	1	1.08	93
Winthrop College	1	1.6	0	-	26	1	1.6	0	-	23	2	3.1	0	-	18
4-Yr. TWI Totals	35	4.72	3	.91	331	39	5.52	3	.91	328	47	6.60	3	.96	311
<u>USC 2-Year Campuses</u>															
USC-Beaufort			0	-	1			0	-	1			0	-	1
USC-Lancaster			0	-	0			0	-	0			0	-	1
USC-Salkehatchie			0	-	1			0	-	1			0	-	1
USC-Sumter			0	-	4			0	-	3			0	-	3
USC-Union			0	-	1			0	-	1			0	-	1
2-Yr. TWI Totals	2*	7.7	0	-	7	2*	7.7	0	-	6	2*	7.7	0	-	7

\*Goal is combined for USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg 4-yr. campuses and for the five 2-yr. campuses.

Source for Projected Goals: Plan, p. 52.

Source for Actual : OCR 7000, 8000, 9000, 10,000, and 11,000 Surveys, FFO-6 Supplement, line 11A.

The numbers in the Actual Total columns do not line up with the figures on the OCR Series reports. However, OCR may be using their own formula for deriving these numbers. The Actual number apparently is the number of black new hires in the E/A/17 category for each year, however, the title of the table indicates the number in the column should be the total number of black E/A/17, not just new hires. It makes it appear that we (and others) have fewer blacks in this category than is true, the table, labeled as it is, misrepresents the actual status of the institution.



Table 16

Black Executives/Administrators/Managers at TWIs in Positions Requiring Doctoral Degree  
(continued)

	1984-85					1985-86				
	Projected Goal		Actual			Projected Goal		Actual		
	#	%	#	%	Total	#	%	#	%	Total
Clemson University	14	6.9	0	-	97	15	7.3	0	-	96
College of Charleston	8	11.6	1	3.70	27	8	11.6	3	10.71	28
Francis Marion	5	21.7	0	-	6	6	26.1	0	-	6
Lander College	1	4.5	0	-	2	1	4.3	0	-	3
Medical University of SC	8	6.6	0	-	59	8	6.5	0	-	41
The Citadel	1	4.8	0	-	0	1	4.8	0	-	14
USC-Aiken			0	-	4			0	-	3
USC-Coastal Car.	1*	3.2	0	-	6	1	3.2	0	-	6
USC-Spartanburg			0	-	3			0	-	2
USC-Columbia	7	4.5	1	1.37	73	7	4.5	1	1.47	68
Winthrop College	3	4.5	0	-	18	3	4.5	0	-	16
4-Yr. TWI Totals	48	6.73	2	.71	283	50	6.96	4	1.41	283

USC 2-Year Campuses

USC-Beaufort			0	-	1			0		1
USC-Lancaster			0	-	0			0		0
USC-Salkehatchie			0	-	1			0		1
USC-Sumter			0	-	2			0		2
USC-Union			0	-	1			0		1
2-Yr. TWI Totals	2*	7.7	0	-	5	2*	7.7	0		5

\*Goal is combined for USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg 4-yr. campuses and for the five 2-yr. campuses.

Source for Projected Goals: Plan, p. 52.

Source for Actual : OCR 7000, 8000, 9000, 10,000, and 11,000 Surveys, FEO-6 Supplement, line 11A.



as there is no relationship that I can find to the information on the OCR Series reports.

Table 17.

Black Faculty at TWIs in Positions Requiring Doctoral Degree

	1981-82					1982-83					1983-84				
	Projected Goal		Actual			Projected Goal		Actual			Projected Goal		Actual		
	#	%	#	%	Total	#	%	#	%	Total	#	%	#	%	Total
Clemson University	18	1.9	13	1.88	692	21	2.2	13	1.89	688	26	2.6	6	0.88	680
College of Charleston	2	1.1	4	3.03	132	3	1.6	0	-	134	4	2.1	6	4.05	148
Francis Marion	6	5.9	2	2.70	74	7	6.8	2	2.86	70	7	6.7	1	1.43	70
Lander College	3	3.5	2	3.92	51	4	4.7	3	5.66	53	4	4.6	3	5.36	56
Medical University of SC	3	0.4	2	0.45	446	3	0.4	2	0.57	352	3	0.4	1	0.27	376
The Citadel	1	0.5	0	-	105	3	0.5	0	-	115	4	2.0	0	-	93
USC-Aiken	3	4.5	0	-	40	4	6.1	1	2.22	45	4	6.1	1	2.33	43
USC-Coastal Car.	3	3.2	0	-	52	4	4.2	0	-	50	4	4.2	0	-	48
USC-Columbia	28	2.6	12	1.50	802	31	2.9	14	1.64	852	34	3.2	14	1.69	829
USC-Spartanburg	7	7.6	2	4.17	48	7	7.6	2	4.17	48	7	7.6	2	4.00	50
Winthrop College	6	2.8	2	1.56	128	8	3.7	2	1.54	130	9	4.0	4	3.01	133
4-Yr. TWI Totals	80	2.10	39	1.52	2570	95	2.48	39	1.54	2537	106	2.76	38	1.50	2526
<u>USC 2-Year Campuses</u>															
USC-Beaufort	1	6.7	0	-	4	1	6.7	1	20.00	5	1	6.7	1	16.67	6
USC-Lancaster	1	4.3	1	12.50	8	1	4.3	1	12.50	8	1	4.3	1	10.00	10
USC-Salkehatchie	1	7.6	0	-	5	1	7.6	1	14.29	7	1	7.6	0	-	6
USC-Sumter	1	3.6	0	-	10	1	3.6	0	-	13	1	3.6	0	-	13
USC-Union	0	-	0	-	4	0	-	0	-	4	0	-	0	-	4
2-Yr. TWI Totals	4	4.4	1	3.23	31	4	4.44	3	8.11	37	4	4.44	2	5.13	39

Source for Projected Goals: Plan, p. 52.

Source for Actual : OCR 7000, 8000, 9000, 10,000 and 11,000 Surveys, FEO-6 Supplement, line 11A.



Table 17

Black Faculty at TWIs in Positions Requiring Doctoral Degree  
(continued)

	1984-85					1985-86				
	Projected Goal		Actual			Projected Goal		Actual		
	#	%	#	%	Total	#	%	#	%	Total
Clemson University	30	3.0	5	0.72	698	36	3.6	7	.98	717
College of Charleston	5	2.6	6	3.85	156	6	3.1	6	3.90	154
Francis Marion	8	7.5	1	1.28	78	8	7.5	3	3.75	80
Lander College	5	5.7	4	6.90	58	5	5.6	0	-	65
Medical University of SC	3	0.4	2	0.46	434	3	0.4	8	.98	820
The Citadel	4	2.0	0	-	123	4	2.0	0	-	114
USC-Aiken	6	9.1	1	1.75	57	7	10.6	1	1.64	61
USC-Coastal Car.	4	4.2	0	-	75	4	4.2	0	-	74
USC-Spartanburg	37	3.5	14	1.45	963	40	3.8	15	1.50	1000
USC-Columbia	7	7.6	4	6.06	66	7	7.6	1	1.54	65
Winthrop College	10	4.5	4	2.70	148	11	4.8	4	2.96	135
4-Yr. TWI Totals	119	3.08	41	1.44	2856	131	3.38	45	1.37	3285
<u>USC 2-Year Campuses</u>										
USC-Beaufort	1	6.7	1	16.67	6	1	6.7	1	20.00	5
USC-Lancaster	1	4.3	1	7.69	13	1	4.3	1	7.14	14
USC-Salkehatchie	1	7.6	0		7	1	7.6	0	-	8
USC-Sumter	1	3.6	0		17	1	3.6	0	-	17
USC-Union	0	-	0		5	0	-	0	-	7
2-Yr. TWI Totals	4	4.44	2	4.17	48	4	4.44	2	3.92	51

Source for Projected Goals: Plan, p. 52.

Source for Actual : OCR 7000, 8000, 9000, 10,000 and 11,000 Surveys, EE0-6 Supplement, line 11A.



### STATUS

As more fully discussed in Part I and the institutional implementation section below, the State subsidized various programs at SCC and DTC in an effort to increase white student enrollment at the TBIs. In 1985-86, CHE provided \$16,165 for SCSC's summer skills/recreation program. Sixty thousand dollars in desegregation funds was furnished to the institution for its adult recruitment. DTC received \$15,208 to support its summer camp program.

### 3. INCREASE MOBILITY BETWEEN TWO-YEAR and FOUR-YEAR INSTITUTIONS

#### PLAN OBJECTIVES

State policy, as reflected in the South Carolina Master Plan for Higher Education (1979), is that transfer policies should reflect a concern for the welfare of students and should be aimed at the elimination of educationally unnecessary barriers, if any, to the acceptance by the four-year institutions of legitimate course credits. The State agreed to remove unnecessary barriers, if any, to transferring course credits.

#### STATUS

In 1984, a policy was initiated to facilitate the transfer of course credits from State technical colleges to all public senior colleges and universities. Thirty-nine courses have been approved for credit transfer. A brochure which describes the matriculation process and lists all the basic courses has been distributed to the colleges.

### 4. RETENTION OF BLACK STUDENTS

#### PLAN OBJECTIVES

The State sought to implement measures which would reduce the disparity between white and black retention rates in its institutions of higher education.

#### STATUS

During the academic year 1985-86, the Statewide Retention Advisory Committee continued its efforts to identify and provide information on effective strategies for the retention of black students.

Institutions with significant differences in black and white student attrition rates must report on a special form (B6) the reasons why students leave. In the fall of 1985, The Citadel, Clemson University, and SCSC filed the B6 forms for undergraduates, and Medical University and USC-Columbia filed for first-professional students. The Citadel reported that many students did not like military life; the Medical University of South Carolina and USC-Columbia indicated that students did not return because of personal reasons. Clemson University and SCSC failed to contact large numbers of their non-returning students.

NOTE: With the advent of the B-5 Replacement Form, Clemson has developed a cohort report for tracking new undergraduate students throughout their undergraduate careers. There are now three cohorts (1984, 1985, 1986) which we are tracking with the intention of monitoring retention, graduation, and attrition figures during the course of undergraduate enrollment of students in each group. Now we are able to identify by name those students who fail to persist.



c. Graduate/Professional Students  
Graduate Incentive Fellowship (GIF)

An M.Ed. degree was awarded to one black female Fellow in August 1984. Two black females who began studies in January 1985 continued on Fellowship status. Two black females were recruited and selected to fill remaining Fellowships.

CHE initiated a recruitment effort aimed at qualified black candidates interested in pursuing the M.B.A. degree. In October 1985, one female student was awarded an M.B.A. Fellowship. Funding for the GIF program was \$25,000 for 1985-86.

3. CLEMSON UNIVERSITY

a. Undergraduate Recruitment

First Annual Clemson University Black Alumni and Student Weekend

Ninety-five alumni and 210 black students participated in the weekend's activities in August 1985. Two thousand four hundred thirty-one dollars were allocated for this event.

Nursing Careers Workshop for High School Students

Six students participated during the first (1983) summer of this two-stage program. Of these, three returned in summer 1984 for a second-level experience; 12 new students participated. In 1985, the program accommodated 18 students; five returned from the previous summer. Desegregation Plan funds in the amount of \$5,067 were allocated for this activity.

Vital Issues Conference

During September 17-20, 1985, Clemson University hosted a conference on affirmative action and desegregation in higher education, which examined the status of black persons and women in higher education institutions. One hundred sixty-seven registrants from 24 states (76 registrants from South Carolina) attended. Because of the success of the conference, a second conference will be developed for March 1987 at Hilton Head Island, South Carolina. Desegregation Plan funds in the amount of ~~\$5,378.66~~ were used for the conference.  
\$5,378.66

Admissions Counselor

Three full-time professional staff members are involved in the undergraduate minority recruitment program. Black student enrollment has increased steadily at Clemson (fall 1981, 243; fall 1982, 349; fall 1983, 433; fall 1984, ~~488~~; and fall 1985, 559). ←  
Desegregation Plan funds of \$18,731 support one Admissions Counselor,

479 ←

(See bottom for  
replacement text)

Vital Issues  
Conference

held in March 1988 which will examine the concept and effectiveness of pluralism on college campuses.



while institutional funding is used for the Assistant Director and the other Admissions Counselor. Travel funds of \$1,500 were also allocated in 1985-86 for the Admissions Counselor.

#### Minority Mailings

Admissions personnel contact approximately 2,000 minority students annually through mailings. Approximately 15 percent of the initial contact letters generated applications for the 1986 admissions year. Although this activity was previously supported by desegregation Plan funds, it is now financed through University funding.

#### Visitation Weekend

During July 26-27, 1985, the Office of Admissions hosted the first Visitation Weekend. Approximately 300 students and parents were invited to visit the campus. Of the 18 people who attended, 12 applied for admission and seven have been accepted. Desegregation Plan funding in the amount of \$1,750 was allocated for this activity.

#### Recruitment Brochures

Clemson uses two recruitment brochures to attract black students. Institutional funds are used for these publications.

#### Departmental Letter to Prospective Black Students

The University's academic departments write letters to prospective black students to encourage them to attend Clemson. Institutional funds are used for this activity.

#### Career Workshops

In these two-year programs, black high school students are invited to attend a two-week residential summer program the first year, and a three-week summer program the following year. The Career Workshops include lectures and projects in nine career fields, as well as an introduction to computer programming and to interpersonal skills. The weekly cost of the program is estimated at \$350 per student and includes salaries and office expenses. The Workshops have been funded exclusively from University resources.

#### Summer Science and Engineering Honors Program

Approximately 15-20 percent of students who participate in the Summer Science and Engineering Honors Program are black students. Graduates of this residential summer program are being tracked to determine its impact on black student enrollment at Clemson. Desegregation Plan funding was allocated for June 1984 to enable ten students to attend; similar funding was allocated for June 1985. Although no desegregation funding was allocated for this program in FY 1985-86, it is currently supported by registration fees and institutional funding. During summer 1986, Office of Human Resources sought funding from various sources to provide the opportunity for three students to attend this workshop who otherwise would not have been able to do so.



United States Department of Agriculture (U.S.D.A.) Research Apprenticeships

U.S.D.A. Research Apprenticeships are available to promising black high school students on a competitive basis. Desegregation Plan funding is not involved.

Recruitment of Minority Students for the College of Education

Clemson has applied to the State for desegregation Plan funds to subsidize an additional minority recruitment program in the College of Education. In an effort to make high school students aware of the career opportunities in education, \$2,182.50 was reallocated from GIF Edisto Slide Series funding.

A slide series that depicts the research and extension activities of Edisto Research and Education Center in agricultural science is offered to attract students to careers in agricultural science at Clemson and to encourage them to apply for technical positions at the agricultural experimental stations in South Carolina after completion of their college studies. Desegregation Plan funding of \$658 was allocated to develop the slide series.

b. Student Retention

Student Retention Task Force

The Student Retention Task Force, established in October 1983, compiled a survey that tracked the 1980 freshman class through the 1984 second summer session. The Task Force is also tracking the freshman classes of 1981 and 1982. The 85 replacement form enables Clemson to identify by name students who do not return, and to determine attrition patterns based on that information. Some support through desegregation Plan funding was available in FY 1983-84. In 1984-85, Clemson absorbed the cost for operation of the Task Force, while the State provided funds for the recruitment activities which the Task Force administered. All expenses in FY 1985-86 are being absorbed by the University budget.

Counseling and Career Placement

In 1984-85, a black counselor was added to the Counseling Center staff. The position is funded by the institutional budget. (See the bottom and add new text)

Minority Council - Student Government

The Minority Council, established in the fall of 1983, is under the Student Senate Vice President. It represents the views of the black students on campus and works with the Office of Admissions in the recruitment of black students and in maintaining personal contact with them after enrollment. The Connection, a newsletter published by the Council, highlights black students and their activities. The Council is funded through the institutional budget.

Counseling and Career Placement

The black counselor who was in this position resigned and relocated in 1/8 however, advertising is underway to interview candidates for this position with expertise and interest in working with minority students.



c. Graduate And Professional Students

Graduate Incentive Fellowship Program

GIFs are renewable each year to recruit black students who are State residents and who otherwise would not attend Clemson. Six were available for 1982-83, nine for 1983-84, ten for 1984-85, and 18 for 1985-86. Of the 22 students who have received the awards to date, seven left before the completion of the program and five have graduated since the beginning of the program; two doctoral candidates have finished course work and are fulfilling research requirements.

Between the fall of 1981, the year prior to the establishment of the GIF, and the fall of 1984, the number of black students enrolled in graduate programs increased from 10 to 21. Black graduate enrollment remained stable in 1985. This was partly attributed to prospective black students receiving attractive employment opportunities or better financial aid packages from competing institutions. Desegregation funding amounting to \$105,000 was allocated for 18 GIF awards.

Overall Black Graduate Recruitment

During FY 1982-83, an overall program for the recruitment of black graduate students was developed; it has been continued to the current fiscal year. Expense-paid visits to the campus are sometimes available to prospective candidates. Sixteen students from Tuskegee Institute visited Clemson in 1986.

Efforts to recruit black graduate students resulted in an increase in first-time black enrollees from 19 in the fall of 1981, to 24 in the fall of 1982, 31 in the fall of 1983, and 42 in the fall of 1984. Enrollment declined to 25 in 1985.

Grants and Other Financial Assistance

Efforts continued during this fiscal year to identify and seek additional sources of financial aid for black students at the graduate as well as the undergraduate level. ~~Resources to spend heading to \$5,000,000 fund-raising campaign to assist black students. The educational funds are used to pay activity.~~ The Office of Human Resources is currently seeking funding to assist undergraduate and graduate students.

4. FRANCIS MARION COLLEGE

a. Student Recruitment

Identifying Potential Students

All South Carolina minority students who took the fall Scholastic Aptitude Test (SAT) received recruitment letters from the Admissions Office. Those who lived in the Columbia and Charleston areas were invited to receptions hosted by the College President for alumni and prospective students. The Vice President for College Activities



### Professional Development

To enhance tenure and promotion potential, one black faculty member is pursuing a doctorate in entomology at the University of Georgia. Previously, desegregation funding supported this faculty member's scholastic enhancement. Financial assistance in the amount of \$950 was requested from 1985-86 GIF funding to cover the first two quarters, and \$950 was requested from 1986-87 desegregation Plan funding (if available) to cover the final two quarters of the doctoral program. (See the bottom and add new text)

### Distinguished Scholar-in-Residence Program

The Distinguished Scholar-in-Residence Program is a new program that involves the appointment of an eminently qualified black scholar to a one-year visiting professorship. In 1985-86, the Distinguished Scholar was appointed to the School of Nursing. Funding for the search and appointment comes from University sources; no desegregation Plan funding is involved. Cost of the appointment is estimated at a minimum of \$75,000. Financial assistance was requested for two student assistants to aid the research of the Scholar-in-Residence. To date, one assistant has been employed. Desegregation Plan funds in the amount of \$3,000 were transferred from Graduate Incentive Fellowships to fund the student assistant position.

### Faculty Research Project.

Desegregation Plan funds were allocated for summers 1984 and 1985 for a black faculty member's research project. Additional funding was requested for 1985-86. Although no desegregation funding was allocated for FY 1985-86, the faculty member is pursuing completion of these projects to enhance his chances of being granted tenure at Clemson. This black faculty member in the History Department has received tenure.

4.

Francis Marion College

Job vacancies are advertised on local television and on the College bulletin board. If more response is needed, advertisements are placed in local and state newspapers. Faculty vacancies are advertised in the Chronicle of Higher Education and with the Charleston Higher Education Consortium. Contacts at regional black campuses are asked to help identify suitable candidates for vacant positions. All advertisements and stationery emphasize Francis Marion's commitment to Equal Opportunity and Affirmative Action.

Four minority faculty and staff members are working on graduate degrees that will help them compete for promotions and tenure. Their graduate work is funded with \$10,000 in desegregation Plan funds.

### Professional Development

Although financial assistance was requested in 1985-86 for \$950, only \$366.42 was actually used by the black faculty member, since the institution she's attending eventually absorbed a major portion of the expenditures.

### Counseling and Career Placement



**ASSESSMENT OF DESEGREGATION ACTIVITIES FOR FISCAL YEAR  
1986-87 WITHIN CLEMSON UNIVERSITY**

**PRELIMINARY REPORT**

In accordance with the implementation of the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities, we continue to strive to meet our desegregation plan goals regarding black undergraduate students, graduate students, faculty and staff. Our data may be considered the primary way to measure our progress; however, it cannot accurately reflect the continuing "good faith" efforts, the increasing awareness or the changing of attitudes that have evolved as a result of implementing the Plan.

We admire the foresight of the Commission in creating and implementing the South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education 1986-87 and Beyond and in successfully continuing desegregation plan funding at the end of the designated five year period. Presently, as the Commission has seen the need to devote extra attention to student recruitment and retention, we are trying to concentrate our efforts in these areas likewise, in addition to continuing to work toward achieving other desegregation plan goals.

Our overall aim is to improve services for all students. In doing so, we realize that special needs have to be met for black students in order to recruit as well as retain them. In concurrence with Jacqueline Fleming, author of Blacks in College, we are aware that students will develop best where the environment supports their attempts at intellectual (curricular) activities and extra-curricular involvements.

The following activities are discussed under four major categories: Other Race Grants, Graduate Incentive Fellowships, Faculty and Administrative Recruitment, and Student Recruitment and Retention. Student Recruitment is divided into Undergraduate Recruitment and Graduate Recruitment. All of these activities are significant in Clemson University's desegregation plan efforts.

**I. OTHER RACE GRANTS PROGRAM**

**Description:** Following guidelines for administering the "Other Race" Grants Program as defined by the South Carolina Commission on Higher Education, twenty-five other race students were awarded \$1,000 stipends, half of which were disbursed at the beginning of each semester through the student account system at Clemson University. The program is designed to encourage attendance and reduce attrition of other race students at Clemson University. These funds are made available to other race students who have proven their ability to do college level work.



- Evaluation:** The program offered effective recognition to students and encouraged academic achievement. The grants were an integral part of the recipient's financial aid package, particularly in light of the limited availability of gift assistance at Clemson University. Initial commitments of \$25,000 were made to twenty-five students. Of that number, two withdrew mid-year.
- Expenditures:** Desegregation funds amounting to \$25,000 were allocated for this program. Expenditures will be submitted with the final report.

## II. GRADUATE INCENTIVE FELLOWSHIP PROGRAM

**Description:** The Graduate Incentive Fellowships are renewable each year and are for the purpose of recruiting black students who otherwise are not planning to attend Clemson. Six awards were available for 1982-83, 9 for 1983-84, 11 for 1984-85, 18 for 1985-86 (15 for \$5,000 and 3 doctoral fellowships at \$10,000 each), and 19 for 1986-87 (12 for \$5,000 and 7 doctoral fellowships at \$10,000 each). Of the 29 students who have received the awards to date, 6 left before completing their degrees and 7 have graduated since the beginning of the program. In addition, 3 doctoral candidates have finished their coursework and are presently fulfilling research requirements.

**Evaluation:** The Graduate Incentive Fellowships are effective recruitment aids and have contributed significantly toward Clemson's "first time black enrollment" increases on the graduate level. (In comparison with fall 1981, the year prior to the establishment of the Graduate Incentive Program, the number of new black students enrolling in graduate programs increased 121% in fall 1984.) For example, there was an increase from 19 new black graduate students in fall 1981 to 24 in fall 1982, 31 in fall 1983, and 42 in fall 1984.

Although our previous years reflected an increase on the graduate level, for fall 1985 and fall 1986, first time black enrollment decreased. We feel this decrease, at least partially, was due to several factors: better employment opportunities and more attractive financial packages offered by universities in neighboring states.

Although we were able to allocate the majority of GIF funding initially projected for those pursuing their master's, we were not as fortunate in recruiting doctoral degree candidates. We were very optimistic in recruiting out-of-state doctoral candidates since they are now considered eligible to receive this funding; however, due to the decision being made close to the start of the fall



semester, we were unable to reach as many people as we had intended. As we are trying various methods to publicize recruiting for doctoral candidates out-of-state, we hope to see an increase of first time black graduate student enrollment in the future.

**Expenditures:** Desegregation funding amounting to \$130,000 was allocated. Of this, funding was reallocated, with CHE's approval, for the following activities: a) \$3,797 was reallocated to the Summer Nursing Program, b) \$1,358 was reallocated for financial assistance for graduate studies for a Ph.D candidate.

### **III. FACULTY AND ADMINISTRATIVE RECRUITMENT**

#### **General Activities**

**Description:** As in previous years we have stressed the need to actively seek out black applicants as this is fundamental to our recruitment programs. Listed below are activities which have been developed as a framework for our recruitment efforts and which serve as the basis for filling all staff and faculty positions.

1. We continue to use specific affirmative action procedures developed for recruitment and selection of candidates for academic and non-academic positions. These practices are based on the philosophy governing all our recruiting efforts: We advocate an active search for black candidates rather than the more traditional passive approach in which applications are accepted from those who are motivated to apply through routine procedures. The active approach incorporates the use of the "network" system in order to seek out black candidates and stresses the need for using personal contact as an effective recruiting tool once a potential candidate has been identified.

It is important to note that filling a position requires advertising and posting. Only in very unusual circumstances is a department allowed to fill a position without going through the full procedures. This ensures that anyone wishing to be considered for a position receives that opportunity.

2. Departments are urged to identify sources of black applicants and to focus recruiting efforts on these sources. Included as a viable source are institutions with large numbers of black graduate students. These have been identified nationally, by area of interest, by the Office of Human Resources.



3. During the recruitment process a liaison from the Office of Human Resources is available to work with each department and to advise it as to relevant recruitment techniques in addition to those already being considered, and to discuss and advise it as to the implications of the desegregation plan and the university's Affirmative Action Policy on the search process.
4. It is also the Office of Human Resources which monitors each recruitment and selection procedure in order to assure that all effective steps are taken to seek out black candidates and to consider them for appointment. Documentation is required of all recruitment efforts as well as justification for each candidate appointed.
5. Academic and administrative positions are filled through the use of either a search or advisory committee which is to include black representation, when feasible. This is one more way in which black interests can be represented in the selection process.
6. A system has been implemented in which department administrators are responsible for affirmative action/equal employment opportunity actions of their departments. These administrators have been made aware of their duties and ways to carry them out.

**Evaluation:**

Each year there is a greater awareness by more persons in hiring positions of the need to search out black candidates and greater efforts result. The administration of the university has made it very clear that the desegregation plan objectives are the objectives of the university.

For academic year 1986-87, there were 20 black faculty members. As a result of our active recruiting, we hope to see this number increase in the fall 1987.

The black assistant dean of student life and director of student development services continues to be a valuable asset in the bonding of our black students to the university. In his position he is an effective counselor to the black students in all facets of their adjustment to the college experience, as well as serving as a role model and mentor.

**Expenditures:** Institutional funding is used for these activities.

**Recruiting Black Faculty**

**Description:** With the support of our president and provost, our most recent development consists of funds being set aside for the sole purpose of recruiting four or five black faculty members for academic year 1987-88. Any department that



recruits and selects one of these new faculty members will have an additional position and the requisite funds added to its budget. The requirements are that the discipline involved must be one in which an additional faculty member is needed and the candidate must be well qualified, as judged by the faculty in the department, the dean of the college involved and the provost. If funds permit, this same stratagem will be used for 1988-89.

**Evaluation:** Our administration is committed to actively seeking out and hiring qualified faculty, in general; however, we realize that extra measures sometimes must be taken to recruit black faculty. We are dedicated in our efforts in bringing black faculty on Clemson University's campus and will continue to recruit them.

**Expenditures:** Institutional funding will be used for this activity.

#### Recruitment Visits

**Description:** On-campus visits by candidates for faculty and administrative positions continue to be an important part of the recruitment and selection process: Not only do they provide the candidates with opportunities to become acquainted with the university's programs, personnel, objectives and facilities, but they give the recruiting department an opportunity to become familiar with the candidates' strengths and weaknesses.

**Evaluation:** Desegregation funding previously has provided additional resources for bringing black candidates onto campus. Although there is always a need for additional funding to support this endeavor, Clemson presently, through its own resources, provides this opportunity to potential candidates.

**Expenditures:** These expenditures are absorbed through institutional funding.

#### Southern Regional Education Board

**Description:** Special efforts are being made to identify black candidates for faculty and administrative positions through professional organizations, publications, directories, and referral sources such as those provided by the Southern Regional Education Board (SREB). For example, through SREB, Dr. Jennifer Friday is made aware of vacancies in faculty and administrative positions and in turn furnishes information on possible candidates to the university. Also, there is a continuous effort to send announcements to other institutions located throughout the nation to make them aware of vacancies. Publications, such as,



Chronicle of Higher Education and Black Issues in Higher Education continue to be very helpful in recruiting for black candidates.

**Evaluation:** These efforts provide an additional means for identifying black candidates and soliciting their applications over and above the usual recruitment procedures.

**Expenditures:** Any costs to the university in utilizing this system or any other search system or technique are absorbed by the institutional budget.

#### Management Trainee Programs

**Description:** The Administrative Management Trainee Program proved to be successful in providing an opportunity for blacks to enter professional positions within the university. They achieved mastery of on-the-job training, and upon reaching the required level of competence, their status changed from trainee/employee to employee in the position for which they trained.

Presently, we are working on another innovative program which will increase the number of blacks in professional positions. Although we actively recruit blacks in filling positions, it is also beneficial to devise programs that will enable us to recruit and train, if necessary, black candidates. Through these programs, individualized training is provided in addition to the opportunity for the individual to attend seminars, professional workshops and courses in order to enhance skills and develop potential.

**Evaluation:** To provide an update of the Administrative Management Trainee Program, all trainees have completed their training, and their status has changed to full-time employees in the position which they trained. As time has passed, several trainees have left the program for other opportunities -- one to pursue his doctorate degree.

We are continuously concerned with developing programs of this nature in the interest of providing opportunity for blacks to enter professional positions within the university. Through these programs we actively solicit, and -- in the case of the Administrative Management Trainee Program -- train individuals in order for them to become a part of our staff. This program has proven to be successful, and another is underway.

**Expenditures:** Although initially supported by desegregation funding, these expenditures are now absorbed through institutional funding.



#### Enhancement of Current Faculty Member

**Description:** A black Clemson University instructor in the Department of Entomology, Fisheries and Wildlife is pursuing a doctorate in entomology at the University of Georgia. Without the degree, this person would be limited in tenure and promotion possibilities. This person has great potential and is interested in increasing her opportunities in, and her value to, her profession.

**Evaluation:** Although this faculty member has completed her coursework, she needed financial assistance to cover registration expenses for fall 1986 and winter 1987 while completing her requirements for the degree. To assist her in obtaining this terminal degree is to enhance her chances of achieving tenure and promotion to the rank of assistant professor.

**Expenditures:** To financially assist Mrs. Gloria McCutcheon, \$1,358 was provided, with the Commission's approval, by way of a Graduate Incentive Fellowship in that amount. Final expenditures will be submitted in the final report.

#### Distinguished Scholar-in-Residence

**Description:** In educating students at Clemson University, we are concerned with exposing all students to black professors, whenever possible, as a way of changing attitudes as well as providing role models. For example, programs, such as Distinguished Scholar-in-Residence, involve the appointment for a one year visiting professorship for an eminently qualified black. For 1985-86, Dr. Margie Johnson in the College of Nursing was selected for this honor. This program has increased awareness and continues the commitment regarding black faculty. Four new black faculty members are being specifically recruited for fall 1987.

**Evaluation:** We are continuously searching for innovative programs involving the recruiting of black faculty. The Distinguished Scholar-in-Residence program is successful in that it allows the visiting faculty member to share his/her expertise through workshops, lectures, and research with students and faculty; furthermore, it pays honor to a person who has reached the upper levels of success. We will continue to build upon this program, for we feel it has a positive impact on the university.

During Dr. Johnson's residence at Clemson, desegregation plan funding was made available to support two student (black) research assistants to enable her to complete a manuscript collaborated on by several colleagues, which



addresses research problems facing the nursing profession. Issues such as women as scientists, measurement problems, minority based research and building research credentials are discussed in this book which will be beneficial to all considering a nursing profession.

**Expenditures:** The appointment (approximately \$75,000) was funded by the university. No desegregation plan funding was used for the search or appointment of this faculty member.

#### Faculty Assistance

**Description:** Desegregation plan funding was allocated to enable a black assistant professor in the History Department to work on and complete his manuscript. As a result of this additional assistance, he was able to complete his book; moreover, he has been awarded tenure.

**Evaluation:** Assistance occasionally may be needed in certain key areas to enable black faculty to improve their status. Sometimes this assistance can make the difference between tenure or non-tenure. The institutional budget can absorb some of these expenditures; however, sometimes other assistance (eg. desegregation funding) is necessary to supplement the cost.

**Expenditures:** No desegregation funding has recently been requested for this assistance.

#### **IV. STUDENT RECRUITMENT AND RETENTION GRADUATE LEVEL RECRUITMENT**

##### Recruitment Visits

**Description:** During FY 1982-83 an overall program for the recruitment of black graduate students was developed and implemented. Also, a comprehensive recruitment philosophy was developed and distributed within the university emphasizing the need for active recruitment and stressing the value of personal contact and networking in searching out black candidates for our graduate programs. These programs have been continued during the current fiscal year, and our graduate departments have been encouraged to utilize attendance at conferences, workshops and professional meetings for recruiting purposes. They have also been urged to visit other undergraduate institutions in order to set forth the advantages of their graduate programs. Expense paid visits to our campus are sometimes available through departmental funding to promising black graduate program candidates in order that they might become more familiar



with our graduate programs and might learn of the commitment and interest in them by the university. While on campus they are given the opportunities to meet administrators, faculty and current graduate students so as to become familiar with all aspects of their prospective programs.

**Evaluation:** Previous efforts to recruit black graduate students have had a positive impact until fall, 1985 as shown by the increase in "first time black enrollees" from 19 in fall 1981, to 24 in fall 1982, 31 in fall 1983, and 42 in fall 1984. However, the decline of these enrollees for the past two years has proven that academic departments, individually, and Clemson University, collectively, must make a concentrated effort targeted toward contacting potential graduate students. Increasing the number of expense paid visits, so that more potential graduate students are allowed to see firsthand the many opportunities Clemson has to offer, may be one solution.

Consequently, we still believe that if our graduate enrollment increases, this in turn will serve as an enhancement in attracting black faculty, non-academic administrators and undergraduates, as well as additional graduate students.

**Expenditures:** Although desegregation funding was previously available to supplement departmental resources used to accomplish this objective, it is now supported totally by institutional funds.

#### Grants and Other Financial Assistance

**Description:** Providing financial assistance -- grants, scholarships, fellowships, work-study, etc. -- is important in the recruiting and retaining of students. Seeking funding through foundations, industries, and individual benefactors is a way to provide assistance to students. One of the most recent unique sources of funding is the Clemson Black Alumni Council (CBAC) raising scholarship funding. Moreover, the Office of Human Resources is continuously seeking new ways to financially assist students.

**Evaluation:** With an increase in available financial aid for our students, our ability to compete with other institutions will increase, resulting in more black students enrolling in Clemson. Also, available financial assistance is important in retaining as well as recruiting students.

**Expenditures:** Institutional funds are used for this activity.



## **UNDERGRADUATE RECRUITMENT**

(See attached Institutional Student Recruitment/Retention Plan)

### **Professional Staff**

**Description:** Three full time professional staff members are involved in the undergraduate minority recruitment program. An assistant director of admissions coordinates the program, assisted by two admissions counselors.

**Evaluation:** The increases in our black undergraduate enrollment (243 fall 1981; 349 fall 1982; 433 fall 1983; 479 fall 1984; 559 fall 1985; 591 fall 1986) can be attributed to the efforts of both counselors. The volume could not be handled by one counselor alone.

**Expenditures:** The University has absorbed all costs associated with the desegregation recruitment effort. Institutional funding is used for the salaries of the assistant director and the two admissions counselors. No desegregation funds were allocated for travel.

### **Correspondence for All Prospective Students**

**Description:** Prospective students receive correspondence and literature from Clemson University throughout the year. In early April, names of high school juniors achieving a certain score on the PSAT are required through the College Board Student Search Service. They are sent a letter and a brochure that contains a preliminary application card. All who return the card will receive an acknowledgment and any additional information they request. Throughout the summer months as SAT scores from rising seniors are received, admissions acknowledges them with a letter and a brochure, if the scores are at a certain level. Students who write to Admissions prior to their senior year receive a preliminary information brochure; those who contact Admissions during their senior year are sent an application package. Preliminary transfer students receive separate information. Other follow-up correspondence include an acknowledgment card, a postcard to those with incomplete applications, a mailing announcing orientation dates, two newsletters, and other correspondence as needed.

**Evaluation:** Follow-up correspondence depends on the needs of the students.

**Expenditures:** These activities are funded by the university.



Correspondence for Minority Recruitment (Correspondence, Supplies)

**Description:** Admissions personnel contact approximately 2000 minority students annually through written correspondence. Efforts in this area encompass all of the above and a letter writing campaign from enrolled black students to accepted black applicants.

**Evaluation:** Approximately 20 percent of the initial contact letters generated applications for the 1987 admissions year.

**Expenditures:** Although this activity was previously supported by desegregation funds, it is now absorbed through university funding.

Admissions Visitation Program

(High School Visitation and Home Visits, and Junior High Visitation)

**Description:** The visitation program encompasses a variety of activities initiated to attract black students to Clemson. They include visiting these students in their homes, participating in community sponsored events, and visiting high schools. Attempts to establish an alumni network and plans to visit local junior high schools are included.

**Evaluation:** In recent years, the visitation program has not met our anticipated expectations, for it is difficult to visit students in their homes, and very few students participate in the community sponsored events. In 1984-85, which was the last time visitation efforts were made, less than 50 students were seen last year in traveling to Spartanburg, Florence, Charleston, Columbia and Orangeburg. Although more were invited to talk with our admissions counselors, they did not show up. Since these visits do not appear to be cost-effective, they will not be continued.

**Expenditures:** No expenses were incurred.

Visitation Weekend

(What was previously Visitation Day has been expanded.)

**Description:** On August 1 & 2, 1986, the Office of Admissions hosted a Visitation Weekend in which 884 students and their parents were invited to visit the campus over a weekend and participated in activities planned for their benefit.

**Evaluation:** Of the 50 students that attended, 34 applied for admission and 30 were accepted.

**Expenditures:** These expenditures are funded by the university.



### Publications

**Description:** Clemson University uses several brochures/booklets to recruit students to the institution. The initial contact brochure/booklet is "Consider Clemson," and a follow-up brochure/booklet, "The Clemson Choice" describes organizations in detail.

**Evaluation:** These publications are a central part of the recruitment of all students.

**Expenditures:** Institutional funds are used for this activity.

### Departmental Letter to Prospective Students

**Description:** The academic departments at Clemson write letters to prospective students encouraging them to attend Clemson and describing their departmental major. Prospective black students may be contacted the summer after their junior year and again after they are accepted.

**Evaluation:** This additional correspondence lets the prospective students get a more complete view of the university and helps our institution seem more personal.

**Expenditures:** Institutional funds are used for this activity.

### Summer Nursing Program

(Nursing Careers Workshop for High School Students)

**Description:** The purpose of this project is to attract, prepare, and ultimately increase the enrollment of black minority students in the nursing major at Clemson University and other generic baccalaureate nursing programs in the State of South Carolina. Through this exposure to the collegiate environment, it seems likely that acquaintances of participants may also be motivated to seek higher education in a variety of majors.

The project seeks highly motivated and academically strong, black minority South Carolina students who are high school rising juniors and seniors to participate in a week-long residential project on the Clemson University campus. The program selects students based upon reported interest, academic achievement, and recommendations received from counselors and teachers of the school system in which the applicant is enrolled. Students are encouraged to apply as juniors and to again participate as seniors. Clemson University, the College of Nursing, and the profession of nursing experience have an extreme absence of black minorities.



Curricular and experiential content is aimed at preparing student participants for the demands made upon full-time students studying nursing in the Clemson University nursing program, development of specific success dependent skills and building confidence in a predominantly white university setting. Successful black professionals, faculty, staff, workshop coordinators and counselors are utilized whenever possible in program presentation.

**Evaluation:**

Each student is evaluated to determine strengths and potential areas of difficulty. Individualization of the program content allows for strength building and a personalized improvement program. Specific skill building will include oral and written communication skills, study habits, test taking, computer assisted instruction techniques and development of a comfort level in seeking faculty assistance. Self-reliance, self-motivation and independence are integrated into every aspect of experiences provided to the students. Development of selected clinical nursing skills and health agency tours are also provided during the week-long seminar. A severe shortage of professional nurses exists in South Carolina. Minorities are a basically untapped population for professional nursing. The program, through cultivation of a group seeking professional career opportunities, will benefit the College of Nursing with qualified prospective students, thereby benefiting the profession, health care systems, the well-being of the general public and the State of South Carolina citizenry. Since program participants are black minority South Carolina residents, most will practice their profession in South Carolina and remain state residents.

Six students participated the first summer of the program, 1983, and of these, three returned for a second level experience summer, 1984 along with twelve new students. With funding for summer, 1985, the program accommodated 18 students, with 5 returning from the previous summer. During the 1986 session, there were 10 seniors who returned from the 1985 workshop, along with 12 new participants.

To date 3 students enrolled in the freshman class for fall 1986. Of the 10 seniors who participated in summer 1986 workshop, 6 have been accepted to Clemson University, and we expect 3 to enroll in fall 1987. We feel this workshop will aid toward increasing the enrollment of minority students in the nursing curriculum whether it is at Clemson or another reputable institution.

**Expenditures:**

To support this workshop for the summer of 1986, funds were donated by area hospitals. Moreover, for this summer (1987), funding for \$3,797 has been transferred from Graduate Incentive Fellowship, with the approval of the



Commission, to support this workshop. Expenditures will be provided in the final report.

### The Clemson Career Workshops

**Description:** What began as the Engineering Workshop developed into two separate programs: the Engineering Workshop, and the Career Workshop. These, in turn combined into The Clemson Career Workshops. Black high school students, selected on the basis of scholastic ability and teachers' recommendation, are invited as the university's guests to attend a two week residential summer program the first year and a three week summer program the following year. The purposes of the program are to encourage these students to seek a college education by introducing them to college life and the benefits of a college education, and to attract them to Clemson University for this education.

Students are introduced to computer programming and interpersonal skills, and participate in lectures and projects in nine separate career fields such as business and accounting, health care, education, pre-law, engineering, architecture and building science, forestry and agriculture, military officer's training, industrial education, and printing industries. Along with their studies, students are given academic counseling and advice on such things as Clemson's entrance requirements, application and financial aid procedures. They are cautioned to take college preparatory courses in high school.

**Evaluation:** The success of the Workshops is measured by the fact that between 33 percent and 40 percent of its "graduates" enroll in Clemson. The value placed on the Workshops by the university is evident by its growth from 60 new students in the original Engineering Workshop to the current 198 spaces available for new students.

**Expenditures:** The entire cost of the program, estimated at \$350 per student week plus salaries and daily expenses of the Career Workshops' offices is funded through university resources with no support through desegregation funds.

### Summer Science and Engineering Honors Programs (Previously the Summer Science Program)

**Description:** The Colleges of Engineering, Sciences and Liberal Arts are sponsoring a Summer Science and Engineering Honors Program. Since 1982 the Colleges of Sciences and Liberal Arts have offered a summer science program, but in 1984 Engineering was added to the curriculum. The purpose of this residential summer program is to stimulate interest in the basic sciences and engineering through intensive



classroom training and supervised field trips. At the same time, the student can have an exciting and meaningful experience of a one, two or three week summer session at Clemson. The summer program includes evening and weekend activities such as nature study hikes, small group discussions with Clemson faculty, and career and educational guidance. Some 200 participants are expected for summer of 1987 including 30 or more South Carolina Junior Scholars.

**Evaluation:** In addition to stimulating interest in the basic sciences and engineering, this program has tremendous potential as an undergraduate recruitment tool for minorities. Participants include black high school students, including rising or graduating seniors from South Carolina.

Ten to fifteen percent of the approximately 134 students attending the summer camp in 1986 were black. This is an excellent program, which is well thought of by participating students and faculty.

**Expenditures:** Desegregation plan funding was allocated for June 1984 and 1985 to enable ten black students, each year, to attend a summer session, who otherwise would have been financially unable to do so. Although desegregation plan funding was not allocated for summer 1986, private gifts enabled three black students to attend a summer session, and to date, two scholarships for Biology Science Fair winners have been given for the summer 1987 session.

The Summer Science and Engineering Honors Program continues to be held each summer and is supported through registration fees and institutional funding.

#### Departmental Recruitment

**Description:** It is not unusual for individual departments to develop special techniques for making high school students aware of their programs and the opportunities available through a degree in their area. Special attention is given to alerting minority students of these opportunities as well as to the benefits of pursuing such a degree at Clemson. Examples of these special efforts include the following: a slide series depicting the research and extension activities of Edisto Research and Education Center; a nine and one-half minute videotape and brochures about the College of Education which were sent to 121 high schools with a high minority population; and, six U.S.D.A. research apprenticeships within the College of Agricultural Sciences made available on a competitive basis for promising black high school students in order that they may gain research experience in an experiment station setting.



**Evaluation:**

Providing information about the various disciplines and careers offered upon graduating from Clemson to high school students is one method used in recruiting minority students. Each department has its own techniques in providing information to this targeted group: the most popular ways include exposing these students, by use of visual aids, to various phases and careers in a certain area or providing an opportunity to work in a research setting -- something with which they may have previously been unfamiliar.

In certain areas, eg. Education and Agricultural Sciences, there is a need to increase the number of minorities -- one way to do this is by making students aware of opportunities that exist. Therefore, we will continue to use these aids in our effort to recruit minority high school students.

**Expenditures:**

Desegregation funding has been used previously to assist some departments in using these techniques; however, the majority of recruiting techniques are absorbed by institutional funding.

**STUDENT RETENTION**

Student Retention Task Force

**Description:**

For 1986-87 our institutional student recruitment/retention plan, which outlined the university's commitment, was submitted to and approved by the Commission on Higher Education. One section of special importance discusses the current efforts and plans for reducing black/white disparities. Some suggestions include improving orientation by modeling a course after the successful "University 101" course offered at USC. The course will teach study skills, present career options and familiarize students with campus tutorial and guidance services. The course will be presented in fall 1987 and will be required for uncommitted majors, but will be offered as a free elective for one credit for all other students. Minority, as well as so-called "high risk" students, will be strongly encouraged by their academic advisors to elect this course. Other suggestions include support services in areas of student concern and stress and additional student activities. The personnel and departments involved in retaining minority students as well as some recruitment procedures and activities are listed. In addition, we are continuously trying to get up-to-date information on minority retention.



One of the ways to find the special needs of black students and how to best meet them is by attending conferences. This allows us to receive current information from all viewpoints (students, faculty, administrators, etc.). Conferences attended by students, staff and faculty during the past year were Freshman Year Experience, Black and Blue (Black Students in Predominantly White Colleges and Universities) and Seeking Harmony (Black Students on White Campuses).

Regarding student progress, with the advent of the B-5 Replacement Form, Clemson developed a cohort report for tracking new undergraduate students throughout their undergraduate careers. There are now three cohorts, (1984, 1985, 1986) which we are tracking with the intention of monitoring retention, graduation, and attrition figures during the course of undergraduate enrollment of students in each group. We are able to identify by name those students who fail to persist.

**Evaluation:**

At Clemson, we realize that minority student recruitment and retention are integrated: one cannot be truly successful without the support of the other. We do not have all the answers in realizing what activities or methods work best to retain our minority students; however, we are committed to trying various techniques. Since this is such an important issue, we feel that some data or research should be done to find out what works best in retaining black students on any campus, whether it is predominantly white or black.

**Expenditures:**

Although some support through desegregation plan funding was available in FY 1983-84, all expenses since that time have been absorbed in the university budget.

**Clemson Black Student Survey (CBSS) and Adopt-an- Alumnus Program**

**Description:**

The Minority Student Retention program, a two faceted program, has evolved through the development, implementation and analysis of a survey to assess the needs of the black student population presently at Clemson University and the development of a data base used for the Adopt-an-Alumnus program.

The early stages of developing the Black Student Survey involved extensive research of background information on needs assessment of black students on major, predominantly white college/university systems. This research was done through the on-line literature search made available through the Cooper Library. This step, while very time consuming, was extremely important to isolate a matrix of needs which seem to be important to black students on white campuses.



After completing the search of background information, the directors of each division of Student Affairs were contacted in order to: a) inform them of the development of the survey, b) define the objectives of and services offered by their respective divisions.

Once these objectives and services were identified, the survey itself was developed around these criteria. Drafts of the survey were designed on the Macintosh computer and were reviewed by Dr. William Pennscott of the Education Department.

The second phase of the project includes the Adopt-an-Alumnus data base which has been completed, and the system is in active use in the Office of Student Life. The implementation of this system required an indepth background search on effective methods of developing such a system as well as identifying proper software for this data base. A primary consideration in identification of the data base software was that it must be easily used by those students who have had little experience in computer usage.

**Evaluation:**

Final copies of the survey were sent to 638 students; to date, 50 have been returned. The initial goal of 10 percent return of the surveys has been reached and preliminary data analysis of the results is being accomplished using the SAS programming package which was used to develop the statistical analysis of the survey responses. The program was developed with the assistance of Dr. Hoke Hill, associate professor of statistics, and consists of: a) one-way frequency tables, b) two-way frequency tables (contingency tables).

Although the projected percentage of survey responses has been realized, a follow-up letter urging students to return the survey will be computer generated and sent out by April 20, 1987. Final copies of the analysis of the survey will be distributed to office heads in the Division of Student Affairs. These reports will be sent out by mid-May and will include a statistical analysis of questions that may have an impact on their division. Results of this survey will be reported in the final report.

Regarding the Adopt-an-Alumnus Program, the data base presently holds information on 70 participating alumni. To encourage participation of other alumni, follow-up surveys have been sent out. User participation has been encouraged through advertisement in the campus minority newsletter, students who have used the system informing others and posted literature on campus. By May 1, 1987, projections on the student use of the data base for the forthcoming year can be made.



**Expenditures:** Desegregation funding amounting to \$6,765 was allocated for this dual project. Expenditures will be submitted with the final report.

Clemson University Black Alumni Student Weekend (UPDATE)

(What was previously Alumni/Student Day was expanded.)

**Description:** Student Life, in conjunction with the Alumni Center, sponsored the second Annual Clemson University Black Alumni Student Weekend which was held August 29 - 30, 1986. Approximately 40 black alumni attended and 124 students participated throughout the weekend.

The weekend activities involved a reception, in which administrators gave the current status of the university as it relates to black students; a keynote speaker, Dennis Watson, who delivered several motivation presentations; and, panel discussions between alumni and students.

**Evaluation:** We continue to feel this is a worthwhile project that positively affects recruiting and retention of black students at Clemson. An annual or biennial continuation of this event is very important in the recruitment and retention of Clemson's minority students. The alumni have accepted the challenge of assisting the present students and recruiting new ones; the students have established contact with persons who have graduated from Clemson. One weekend out of a year does not appear to be much, but when this weekend fulfills a major need of the minority students and allows them to relate and identify with someone who has traveled the same education route at Clemson, then it has significance.

Moreover, as a result of these weekends, the Clemson Black Alumni Council (CBAC) has been formed and has a seat on the Clemson University Alumni Association. Since its inception -- as a branch of Clemson University Alumni Association -- it has developed into a viable tool for recruiting and retaining blacks at Clemson. One of its recent projects is raising money for scholarships specifically for black students.

**Expenditures:** Although this weekend was previously supported by desegregation funding, it is now funded through the institutional budget.

Faculty Advising and Counseling

**Description:** Faculty advising is university-wide. Each student has an assigned advisor who is available in order to offer academic and curriculum counseling and advice. Students are



encouraged to seek out their advisors for guidance, and advisors are responsible for helping a student select courses best suited to his or her area of interest and ability.

**Evaluation:** This activity continues to have the potential for affecting retention of students; however, at this time it is not possible to show its impact with any objectivity.

**Expenditures:** The cost for this facet of our academic program is absorbed by the university.

#### Counseling and Career Planning Center

**Description:** The Counseling Center has a basic goal of aiding students in their personal development and academic success, and as such, impacts on retention. Professional counselors offer services including career evaluation and counseling to all students and their spouses on a free, confidential basis.

The counselors serve as mentors and friends which contribute to a positive atmosphere which we feel will help students' development intellectually and socially. More importantly, our counselors are professionally trained and attuned to the special needs of all students.

**Evaluation:** As of January, 1987, one of the counselors who is black, resigned and relocated to another area. Advertising is underway to interview candidates for this position with expertise and interest in working with minority students. The position should be filled by August.

**Expenditures:** Counseling Center services are supported through the institutional budget.

#### Tutorial and Review Sessions

**Description:** Tutoring is available to all students through various individuals and organizations. It is recommended a student in search of tutoring contact the Counseling Center, and/or the department in which he/she is in need of help for referral.

Many departments offer review sessions in various courses, and, again, specific information as to availability, time and place can be obtained from the indicated department.

**Evaluation:** The value to academic success of tutoring and review sessions is obvious. Oftentimes, this additional help enables a student to overcome difficulty with a course. Meeting a scholastic need automatically serves in the interest of retention.



**Expenditures:** Desegregation funding is not involved in meeting the expense of tutorial or review programs.

#### Learning Resources Laboratory

**Description:** Classroom instruction and computerized programs have been established to enhance reading and math skills. The computerized programs are available through the Learning Resources Laboratory which is open daily, and, in the library atmosphere, allows the students to work at their own pace in their particular area in which help is needed. The courses, ED 101, 102, and 103, are open to all students on an either/or basis, that is, a student may participate in the learning laboratory without being enrolled in the courses, or may attend classes without taking advantage of the laboratory programs.

**Evaluation:** The courses and Learning Resources Laboratory provide one more source for enhancing achievement by allowing a student to concentrate on a problem area and master it at his/her own pace. Although data is not available on laboratory users, retention would seem to be affected.

**Expenditures:** The program is funded through the institutional budget.

#### The Clemson University Biology Program

**Description:** The Clemson University Biology Program is a program of computer-managed instruction in a general biology course. The program is designed to accommodate the large student enrollment as well as the wide range of ability and capability. It measures the individual strengths and weaknesses of each student, and remedial work is assigned to those who would benefit from it. Using this present program as a base, material can be added to cover any and all areas of the College of Sciences.

**Evaluation:** After several semesters in operation, this program has proven to be extremely beneficial and effective. It has increased the ability of students to achieve at a higher level in this area of study than predicted by SAT scores. The program is especially beneficial to any students, including those who are black, who otherwise would require remedial courses. This program greatly affects student retention.

**Expenditures:** This program is funded through the institutional budget.



## Social Support

**Description:** Social support is vital to student retention, especially to black students in a traditionally white institution. In order to preserve a sense of identity and culture, black sororities, black fraternities, social-cultural organizations (Pamoja) and academic related organizations (Clemson University Society of Black Engineers) flourish on campus. Black students make up a gospel choir with more than a modicum of success, and the College of Liberal Arts, through a Black Awareness Committee, sponsors a yearly Black History Month during which black scholars, artists, and entertainers are brought to campus, emphasizing black contributions to our society.

This year the Black Awareness Committee, comprising five faculty, three staff, and one student, scheduled nine events between January and March including historian Dr. Clayborne Carson; Concert duo Delphin and Romain of Charleston; and, a workshop on "The Black Woman: Yesterday, Today and Tomorrow," featuring Dr. Bertha Maxwell of University of North Carolina at Charlotte and Dr. Louise Rice of Augusta College. Of course, black representation in such activities is not limited only to that time but is part of an overall program throughout the year.

**Evaluation:** Programs, organizations, and functions for blacks have increased as a natural part of the university experience as our black student population has increased. This is in keeping with our pluralistic society and gives recognition to it. The racial support offered our black students through these activities contributes to retention as well as recruitment of black students.

Although separate activities sometimes need to be provided for students, mainstreaming is also encouraged so students experience a vital part of campus life.

Due to Clemson's geographic location, persons in surrounding communities and churches play an important part in our students' lives. They serve as role models and as a support system. It is also important to remember that all students appear to benefit from the support of their activities and interests by those in other cultural or ethnic groups.

**Expenditures:** These activities are not supported through desegregation plan funding.

## Minority Council-Student Government

**Description:** The Minority Council is made up of persons appointed, and is under, the Student Senate vice president. The Council



THE COLLEGE OF CHARLESTON

serves as the "voice" of black students on campus. The Council actively works with the Office of Admissions in a correspondence program in the recruitment of black students and maintains personal contact with black students after enrollment. Through the Council a newsletter, The Connection, was established through which black students and their activities are highlighted.

**Evaluation:** The establishment of the Minority Council gives a focal point to the black interest on campus among students; moreover, it serves as a "united voice" in addressing issues which are of concern to our black students and student government. It appears to have a strong and positive influence in the recruitment and retention of black students.

**Expenditures:** These activities are funded through the institutional budget.

### CONCLUSION

The Office of Human Resources -- staffed by three full-time professionals, and two full-time support staff -- is committed to carrying out the goals of the desegregation Plan. It is supported by the administration, and others -- faculty, staff, and students -- also recognize the significance of the office and utilize its assistance daily.

The above-mentioned programs and activities (especially those supported by desegregation funding) are monitored periodically to determine their effectiveness on minority faculty, staff and students. Overall, it is our intent to develop a precise understanding of how to design the college environment so as to best provide intellectual gain for all. We realize the recruitment and retention of all administrators, faculty, staff and students is important; however, we are aware that special efforts need to be made in accordance with the Plan to provide for minorities. One of our methods is to do this in a usual, progressive way, educating and making persons aware, so that all are comfortable in the process and realize their significance.

To assist in taking a more active role toward reaching the goals of the desegregation plan, the Office of Human Resources developed the Affirmative Action and Equal Employment Opportunity Manual which was distributed to every department on-and-off-campus last year. Also, it has taken the charge of making persons aware of various issues by developing and hosting workshops covering desegregation, discrimination, affirmative action and equal employment opportunity, as well as sexual harassment, AIDS and the concerns of women in graduate programs. These have been directed towards keeping students, faculty, staff and administrators aware of the status of these issues as they relate to the university. Also, having hosted one conference on the status of affirmative action/desegregation in higher education, a similar one is planned for



March, 1988, this one to examine the concept and effectiveness of pluralism on college campuses. A workshop was also held for selected university personnel on effective proposal writing with the major focus being on proposals for desegregation plan funding.

These workshops, seminars and conferences are well attended and serve to increase awareness and educate persons as to techniques that can be used to meet desegregation plan and affirmative action plan objectives. Moreover, they also result in motivating those in the university to strive to meet these objectives. This office intends to continue having these workshops in the coming year because of their effectiveness.

Overall, much has been accomplished, for significant progress has been made toward our goal of increasing the overall black undergraduate enrollment. However, more programs need to be created and efforts must be renewed, for example, in resuming the incline of our first time black graduate enrollment and retaining our black undergraduate students.

Consequently, it is going to take cooperation and dedication on all levels to reach the goals set for Clemson. During this process the university is not only concerned with the immediate variation in numbers, but more significantly, the changes which will be brought about in procedures, attitudes and values which will continue to yield increases in the years to come.

OHR  
4/87

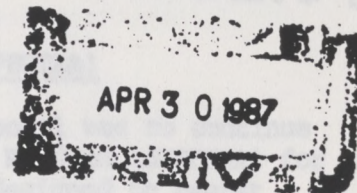




# THE COLLEGE OF CHARLESTON

CHARLESTON, SOUTH CAROLINA 29424

April 28, 1987



Ms. Julia E. Wells, Coordinator  
S.C. Commission on Higher Education  
1333 Main Street  
Suite 650  
Columbia, SC 29201

Dear Ms. Wells:

Attached please find revised and additional information on activities at the College of Charleston as per your request.

If you have any questions, please feel free to call me.

Sincerely,

Robert E. Gillis  
Director of Human Relations

REG/am

Enclosure

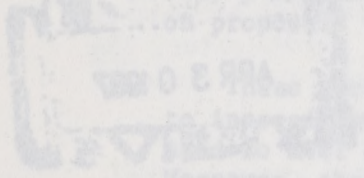
FOUNDED 1770



# THE COLLEGE OF CHARLESTON

CHARLESTON SOUTH CAROLINA 29401

March 1961  
The following information was received from the Office of the President of the College of Charleston on March 1, 1961, regarding the activities of the College of Charleston during the year 1960-1961.



The College of Charleston has a long and distinguished history of providing a liberal arts education for students in the Charleston area. The College has a strong tradition of academic excellence and has been a leader in the development of the higher education system in South Carolina.

The College of Charleston has a strong commitment to the development of its students and to the advancement of the state of South Carolina. The College has a strong tradition of academic excellence and has been a leader in the development of the higher education system in South Carolina.

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Robert E. Gillette  
Director of Human Relations  
RHO  
12/4

Section  
Enclosure



APR 30 1987

1. COLLEGE OF CHARLESTON

a. Undergraduate Recruitment

Speedy Consolidation and Transition Program (SPECTRA)

The College of Charleston's unique program proposal was to continue the summer SPEEDY CONSOLIDATION AND TRANSITION PROGRAM (SPECTRA) for high school students. The SPECTRA Program is designed to assist minority students in making the academic transition from high school to college. The program includes an intensive summer school session for credit and individualized counseling throughout the student's freshman year. The program was funded for five consecutive years by the S.C. Commission on Higher Education and enrolled 119 students during that period of time. Enrollment figures included:

20 students.....	1982-83
17 students.....	1983-84
23 students.....	1984-85
32 students.....	1985-86
27 students.....	1986-87

For the 1987-88 school year, without the support from the S.C. Commission on Higher Education the College has committed \$11,500 of its own funds to pay the tuition costs for 25 students to enroll in the summer phase of the program. Funding from The Link Program will pay for a tutor counselor to live in the dormitory with those students who will reside on campus. Of the 60 students who were invited to participate in the program this summer, 30 responded (25 want to enroll, 5 said they could not enroll; of the 25 who will participate in the program, 14 are willing to pay their own housing and meals). This phenomenal response shows the growing interest of minority students who want to attend the College of Charleston.

The retention rate has been higher for this group of students than for all students at the College of Charleston

VENTURE PROGRAM

The Venture Program was designed to recruit and retain minority adult students, age 25 and older, who are interested in obtaining undergraduate degrees. One of the program's unique features is its use of faculty and other staff members who serve as resource persons in seven to eight weekly support group sessions. Attendance at the sessions is mandatory. Topics of discussion include study skills, time management, coping with being on a predominantly white campus, coping with family and employment responsibilities, course planning and review of transfer credits from previously attended colleges, developing an academic plan, and becoming familiar with financial opportunities. Black professionals employed at the College of Charleston have served as resource persons for the sessions.



Enrollment for The Venture Program since its beginning has included:

Venture Enrollment History

<u>Semester</u>	<u># Students</u>
1985...	
Summer	30
Fall	23
1986...	
Fall	24
1987...	
Spring	11
Total	88

35 of these students are currently enrolled. The lack of federal funds to support adult students who can take only one course at a time has limited the number of students continuing to enroll in courses once they have been admitted into the program. The student program coordinator/advisor in charge of the program and the College's Office of Institutional Advancement have initiated a program to solicit funds from individuals and businesses to continue the program.

The College has committed \$5,000 for the program to continue during the 1987-88 school year. With minimal publicity 74 persons are on a waiting list for admission into the program and over 250 phone inquiries have been received about the application process.

Annual Minority Visitation Day

The Admissions Office in conjunction with the Human Relations Office and the Student Union for Minority Affairs, sponsored the fifth annual Minority Visitation Day Programs for black students. The program included currently enrolled black students, black faculty, staff, and black alumni. If offered tours of the campus, entertainment by students, a luncheon, and the opportunity to become familiar with the College.

Admissions Intern

An Admissions Intern was assigned to expand the applicant pool and to improve the rate of enrollment of black students accepted for admission.

Additional Activities

The Admissions Office addressed the area of gifted and talented students through a student program sponsored by the Stahl High School, approximately 40 contacts were made with minority students.

Black incoming freshmen for the Fall of '87 have been awarded 19 % of all of scholarship monies available to freshmen.



The College hosted minority students from "Calhoun County Schools Project and Project Able during the Spring semester of '87.

Tele-communications efforts are made to enhance the probability of enrolling additional minority students.

b. Student Retention

Task Force on Student Retention

For the past four years the College's Task Force on Student Retention, comprised of faculty, students, and administrators, has dealt with retention issues. In 1985-86, the group's efforts focused on the development of a faculty-approved freshman year experienced course to be included in the curriculum.

Academic Tutors

Desegregation funds are being used to provide tutoring in Biology, Chemistry, and Mathematics.

Director of Commuter, Adult, and Minority Student Services

The Director of Commuter, Adult, and Minority Student Services works with minority students to determine appropriate solutions to immediate and pressing problems. The Director works with the Student Union for Minority Affairs and teaches a course in Afro-American History.

c. Graduate/Professional Students

Graduate Incentive Fellowships (GIF)

The College of Charleston was granted five GIFs (Graduate Incentive Fellowships) for the 1985-86 academic year. One Fellowship was awarded to a student in the Master of Public Administration Program. Because of the lack of applicants for GIFs and the success of the Venture Program for minority adults who return to complete bachelor's degrees, the College requested and was authorized reallocation of \$20,000 to the Venture Program.

For the academic year 1986-87, the College of Charleston was awarded grants in the following categories from the South Carolina Commission on Higher Education.

- Graduate Incentive Program	\$ 5,000
- Other Race Grants	13,000
- Minority Student Retention	31,789
Total	<u>\$49,789</u>

The Graduate Incentive Program monies were awarded to two minority graduates with each receiving \$2,500. One student graduated this past



Fall and the other recipient is expected to graduate this Spring semester. Both will receive Masters in Public Administration.

Under the "Other Race Grants" Program a total of 19 minority students received awards for the Fall and/or Spring semester which ranged from \$500 to \$1,000 dollars.

The Student Retention Project better known as the Link Program continues to be successful in helping to retain minority students at the College of Charleston. During Fall and Spring 1986-87, several activities have taken place. Listed below are some examples.

1. Extended Orientation for new Black Students
2. Workshops aimed "Toward a Successful Black Experience at the College of Charleston." How to deal with pressure of being black on a predominantly white campus, faculty expectations, life in campus and on dormitories and learning strategies.
3. A minority student leadership retreat and follow-up to the retreat.
4. A scholar's forum was initiated to bring in minority scholars.
5. A Symposium on "Black Student in White Colleges and Universities". There were 190 attendees for six States and District of Columbia.
6. There are several other activities which continues to take place which help to retain and attract additional minority students.

The College of Charleston expects to continue these types of activities.

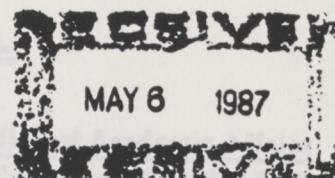




# FRANCIS MARION COLLEGE

BOX F7500, FLORENCE, SOUTH CAROLINA 29501-0056 / (803) 661-1187

Vice President For College Activities



May 5, 1987

Mrs. Julia E. Wells  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

Dear Mrs. Wells:

I've reviewed the contents of the report from the U.S. Department of Education's Office for Civil Rights (OCR). The report reflected efforts undertaken by this institution to improve minority enrollments. I found no errors in the report.

We, at Francis Marion College, are committed to improving our minority enrollment and support efforts by the Commission through implementation of The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities.

Should you have questions or need additional information, please call me at 661-1187.

Sincerely,

Joseph E. Heyward, Ed.D.  
Affirmative Action Officer

JEH/eam

cc: President Thomas C. Stanton



RECEIVED  
MAY 8 1967  
FEDERAL BUREAU OF INVESTIGATION

FRANCIS MARION COLLEGE

Enclosed for the Department of Education are two copies of a letterhead memorandum dated May 4, 1967, and two copies of a letter dated May 4, 1967, both of which are being furnished to the Department of Education for its information.

The letterhead memorandum and the letter are being furnished to the Department of Education for its information. The letterhead memorandum is being furnished to the Department of Education for its information. The letter is being furnished to the Department of Education for its information.


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2. The letterhead memorandum and the letter are being furnished to the Department of Education for its information. The letterhead memorandum is being furnished to the Department of Education for its information. The letter is being furnished to the Department of Education for its information.

Very truly yours,  
Special Agent in Charge

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The letterhead memorandum and the letter are being furnished to the Department of Education for its information. The letterhead memorandum is being furnished to the Department of Education for its information. The letter is being furnished to the Department of Education for its information.

Should you have questions or need additional information, please call me at 661-1157.

  
Joseph E. Hayward, SA  
Administrative Action Officer

JEN:am  
cc: President Thomas C. Stanton



# Lander

COLLEGE

Greenwood, South Carolina 29646

RECEIVED

Office of Academic Affairs

Telephone (803) 229-8320

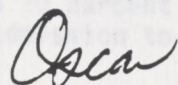
April 20, 1987

Mr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, SC 29201

Dear Charlie:

Enclosed is the Lander College response to the Desegregation Plan report from the Office for Civil Rights. In the response, I have briefly addressed each component of the report and provided some additional information that might be helpful to you as you prepare a response to the report. If you need additional information, please feel free to call on me.

Sincerely,



Oscar C. Page  
Provost

OCP:ns

Enclosure



Office of Academic Affairs  
Telephone (903) 232-2330

COLLEGE

Greenwood, South Carolina 29602

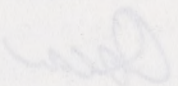
April 20, 1981

Mr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 520  
Columbia, SC 29201

Dear Charlie:

Enclosed is the Lander College response to the Desegregation Plan report from the Office for Civil Rights. In the response, I have briefly addressed each component of the report and provided some additional information that might be helpful to you as you prepare a response to the report. If you need additional information, please feel free to call on me.

Sincerely,

  
Oscar C. Page  
Provost

CCP:ns

Enclosure



LANDER COLLEGE  
RESPONSE TO DESEGREGATION REPORT

FROM THE  
OFFICE FOR CIVIL RIGHTS

APRIL 17, 1987

a. Undergraduate Recruitment

Minority Recruiter

Lander College met with considerable success during the period of the Desegregation Plan in recruiting black high school graduates. The percentage of blacks in the student body increased from slightly over 14 percent in 1980 to 20.5 percent in 1985. In 1985, the percentage of black first-time entering freshmen was 29.5 percent. Since the completion of the Desegregation Plan, Lander College has continued to maintain between 18.5 and 20.5 percent of blacks in the student body, and for the fall of 1987, there is a 10 percent increase in the number of blacks who have been accepted for admission to the College.

Adult Education Program

The program for non-traditional age black adults called MAPP has continued to be a success at Lander. During 1986-87, the third phase of this program was implemented by employing a black faculty member to work in the local counties to recruit non-traditional age black adults. This person is providing an orientation session for the black adults and is designing and implementing basic skills sessions to prepare them for admission to Lander College in the fall of 1987. The State's commitment to this program has gone beyond the period of the Desegregation Plan. This is indicated by a financial commitment on the part of the State to support the third phase of MAPP III from State funds.

Social Science and Humanities Student Recruitment

The success noted in the report is indicative of the results of the effort to strengthen the recruitment of blacks into the social sciences and humanities. The College continues to send letters and make follow-up contacts with black students interested in these areas.

*James B. Edwards, D.D.*  
President



Unique Funding Program - Minority Options: Study Track (MOST)

The MOST program met with some success as it prepared a limited number of high school students for college. The College has continued an element of this program but has sought other funding to work with the marginally prepared students who have a desire to attend college.

Video Tapes

The information provided in the report is consistent with what the College is doing.

b. Student Retention

Peer Tutoring Program

The peer tutoring program was an integral part of the effort to strengthen the percentage of black students within the student body. As noted in the report, the percentage of students served increased significantly from 1982 to 1985. This program has now been expanded to include upper-division courses; therefore, even more students will have access to this support system.

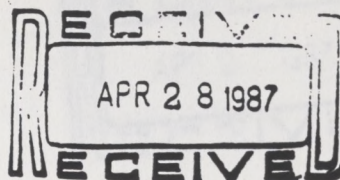
Accounting Lab

The Accounting Lab continues to be an important element of the Academic Support Center. As denoted in the report, funds from the Desegregation Plan helped the College maintain this important activity.

Retention Rate of Black Students

The information presented is consistent with the retention efforts during the period of the Desegregation Plan. The College continues to maintain a strong retention program for black students.





MEDICAL UNIVERSITY OF SOUTH CAROLINA  
171 Ashley Avenue  
Charleston, South Carolina 29425-1010  
April 27, 1987

Mr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

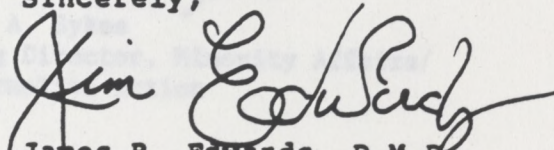
Dear Mr. Brooks:

We appreciate the opportunity to review the Desegregation Plan Report from the Office of Civil Rights and are proud that the Medical University of South Carolina is continuing to achieve and exceed its Desegregation goals. We are pleased to be one of three traditionally white institutions in the state whose undergraduate enrollment did not decline during the five year Desegregation Plan. We are also proud of exceeding our projected undergraduate enrollment goal during the 1985/86 academic year as well as being one of the only five public four-year institutions in South Carolina with a lower attrition rate for black students in 1984-85. Although the Medical University of South Carolina exceeded our projected goals for black faculty, in 1981-82 and 1985-86, we are acutely aware of the need for even more black faculty, executives, and administrators. I pledge to make every effort to continue improvement upon the past.

With regards to the several corrections noted in our information, I have asked Ms. Wilma Sykes, Acting Director, Minority Affairs/Affirmative Action, to address these under separate cover directly to Ms. Julia Wells, Desegregation Plan Coordinator.

As you are aware, The Medical University of South Carolina is committed to moving forward in all areas to assure that our past progress is continued and exceeded. Our institution's "Pursuit of Excellence" must be consistent with providing equal access to education and employment opportunities.

Sincerely,

  
James B. Edwards, D.M.D.  
President

JBE:cv/w

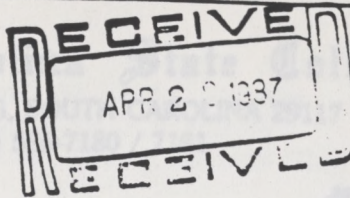
"An equal opportunity m/f affirmative action employer"







OFFICE OF AFFIRMATIVE ACTION  
AND MINORITY AFFAIRS  
(803) 792-2146



MEDICAL UNIVERSITY OF SOUTH CAROLINA  
171 Ashley Avenue  
Charleston, South Carolina 29425-1019

April 27, 1987

Ms. Julia Wells, Coordinator  
South Carolina Desegregation Plan.  
South Carolina Commission on Higher Education  
1333 Main Street  
Columbia, South Carolina 29201

Dear Ms. Wells:

The following information pertaining to our institution should be corrected in the OCR Desegregation Plan Report:

a. On page 36, regarding our High School Tutorial Program, the years 1984-85 should be changed to 1985-86.

b. On page 36, regarding Recruitment Travel, the word "all" should be deleted.

c. on page 37, regarding Tutoring of MUSC Students, the years 1984-85 should be 1985-86.

d. On page A-5, Table 5, the number of full-time graduate students for 1984-85 should be 27 instead of 28. We have checked our OCR and Hegis reports and noted that there was one part-time student who may have been counted.

In reference to a and c above, our 1985-86 Desegregation Report reflects that these activities occurred during the 1985-86 time period.

If you have further questions, please feel free to contact me.

With best regards,

Wilma A. Sykes  
Acting Director, Minority Affairs/  
Affirmative Action

/mcd





MEDICAL UNIVERSITY OF SOUTH CAROLINA  
171 Ashley Avenue  
Charleston, South Carolina 29425-1019

RECEIVED  
APR 27 1987

OFFICE OF AFFIRMATIVE ACTION  
AND MINORITY AFFAIRS  
NON 102148

April 27, 1987

Mr. Willie Wells, Coordinator  
South Carolina Commission on Higher Education  
1333 Main Street  
Columbia, South Carolina 29201

Dear Mr. Wells:

The following information pertaining to our investigation should be corrected in the OCE Investigation Final Report:

1. On page 16, regarding our High School Tutorial Program, the years 1984-85 should be changed to 1983-84.

2. On page 16, regarding Recommendation Item, the word "all" should be deleted.

3. On page 17, regarding Impact of HSC Students, the years 1984-85 should be 1983-84.

4. On page A-5, Table 1, the number of full-time graduate students for 1984-85 should be 11 instead of 12. We have checked our OCE and HSC reports and noted that there was one part-time student who may have been counted.

In reference to a call above, our 1983-84 Investigation Report reflects that these activities occurred during the 1983-84 time period.

If you have further questions, please feel free to contact me.

With best regards,

*William A. Sykes*

William A. Sykes  
Acting Director, Minority Affairs  
Affirmative Action

/enc

"An equal opportunity for affirmative action."





# South Carolina State College

ORANGEBURG, SOUTH CAROLINA 29117

(803) 536-7180 / 7181

APR 30 1987

RECEIVED

VERMELLE J. JOHNSON  
EXECUTIVE VICE PRESIDENT  
AND PROVOST

RECEIVED  
APR 29 1987

April 28, 1987

Ms. Julia Wells  
Coordinator, Desegregation Plan  
1333 Main Street, Suite 650  
Columbia, SC 29201

Dear Ms. Wells:

We have reviewed the South Carolina Higher Education Desegregation Plan Factual Report from OCR as requested and have identified two corrections. The first is on page 4, the discussion of the status of the School of Business. The first statement is inaccurate and a correction is enclosed. The second is on Table 2, page A-2. The enrollment figure for the M.S. in Agribusiness was submitted on the Fall 1985 report "Enrollment by Degree Field." That figure is also on the enclosed correction sheet.

Although the desegregation Plan called for Computer Science to be associated with the School of Business, it has never been housed there. Since its inception it has been a major in the Department of Mathematics and Computer Science in the School of Arts and Sciences. South Carolina State College has consistently reported it in this manner. Evidently the Commission, or perhaps OCR, has chosen to treat the B.S. in Computer Science as if it were a business degree. Therefore, the references to Computer Science as a business degree have not been corrected.

If you have any questions, please let us know.

Sincerely,

Vermelle Johnson  
Executive Vice President  
and Provost

cc: Dr. Albert Smith

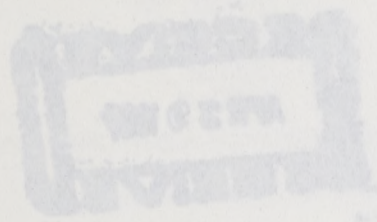


RECEIVED  
APR 30 1967

South Carolina State College  
ORANGEBOLE, SOUTH CAROLINA 29117  
803 536-7150 x 7151



VERNELLA J. JOHNSON  
EXECUTIVE VICE PRESIDENT  
AND PROVOST



April 28, 1967

Mr. Julius Wells  
Coordinator, Desegregation Plan  
1333 Main Street, Suite 600  
Columbia, SC 29201

Dear Mr. Wells:

We have reviewed the South Carolina Higher Education Desegregation Plan  
Federal Report from OCR as requested and have identified two corrections. The  
first is on page 4, the discussion of the status of the School of Business. The  
first statement is inaccurate and a correction is enclosed. The second is on  
Table 2, page 4-5. The enrollment figure for the M.S. in Agriculture was  
submitted on the Fall 1965 report "Enrollment by Degrees Awarded." That figure is  
also on the enclosed correction sheet.

Although the desegregation plan called for Computer Science to be  
associated with the School of Business, it has never been housed there. Since  
its inception it has been a major in the Department of Mathematics and Computer  
Science in the School of Arts and Sciences. South Carolina State College has  
consistently reported it in this manner. Evidently the Commission, or perhaps  
OCR, has chosen to treat the B.S. in Computer Science as if it were a business  
degree. Therefore, the references to Computer Science as a business degree  
have not been corrected.

If you have any questions, please let us know.

Sincerely,

Verneella Johnson  
Executive Vice President  
and Provost

cc: Dr. Albert Smith



South Carolina State College  
Corrections to OCR Report  
South Carolina Higher Education Desegregation Plan Factual Report

April 28, 1987

Page 4      2. Program Enhancement  
            a. Establishment of the School of Business

STATUS

Passage

Currently reads: "The School of Business was established in academic year 1982-83, when five new programs were created: three programs in Business Administration, one in Agribusiness and Economics and one in Accounting and Management Information Systems..."

The Correct

Statement is: "The School of Business was established in academic year 1982-83, when five new programs were created: bachelor's degrees in Marketing, Economics, Computer Science, and Agribusiness and a master's degree in Agribusiness."

Page A-2      Table 2: Actual Student Enrollment for the Enhancement Programs at South Carolina State College

Currently  
reads:

Student enrollment in the MS in Agribusiness Program was not provided by the state.

Should  
Read:

Enhancement Programs	Black		White		Total	
	HC	FTE	HC	FTE	HC	FTE
MS. in Agribusiness	8	5.2	0	-	8	5.2
Total	860	504.5	74	32.9	934	537.4

USC-Benjamin has had a staff person with the full-time responsibility for recruitment and enrollment. Community outreach is an important element of the recruitment effort. In response to letters from USC-Benjamin, the college has been invited to make recruitment presentations at Black churches, other Black community groups such as the Benetton-Lewis Comprehensive Health Association have been contacted and presentations made at their meetings.









UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

SYSTEM AFFIRMATIVE ACTION OFFICE

April 27, 1987

BY HAND

Ms. Julia Wells  
State Coordinator  
S.C. Desegregation Plan  
S.C. Commission on Higher Education  
1333 Main Street  
Columbia, SC 29201

Dear Julia:

I have reviewed the OCR report for accuracy and completeness and wish to make the following observations:

- p. 22 "OCR has not received reports from USC-Salkehatchie or USC-Beaufort..."

The report from USC-Beaufort was forwarded by me to CHE on August 4, 1986. Enclosed is a copy of the report and forwarding letter.

USC-Salkehatchie's preliminary annual report served as that campus' final annual report. Since OCR quoted from this report on pages 46 and 47, then that office must have received it. However, I am enclosing another copy of USC-Salkehatchie's report.

- p. 39 "OCR has not received information as to USC-Beaufort's recruitment activities."

USC-Beaufort confined its report to the specific program for which it received Desegregation Plan funding. In this case the program was a retention project and OCR quoted from the report on this project on page 39.

USC-Beaufort now has a staff person with the full-time responsibility for recruitment and retention. Community outreach is an important element of the recruitment program. In response to letters from USC-Beaufort, the campus has been invited to make recruitment presentations at Black churches. Other Black community groups such as the Beaufort-Jasper Comprehensive Health Association have been contacted and presentations made at their meetings.



Julia Wells

4/27/87

Page 2

USC-Beaufort also has an active Black Student Organization.

p. 41 Project Advance

The OCR report mentions some documentation which the director of Project Advance had hoped, at the time of his preliminary report, to be able to compile by the end of the project period. However, both manpower and budgetary constraints resulted in the data being collected "in the rough," but not compiled. A request has been made to CHE for a modest allocation of \$1,500 to enable the hiring of a graduate assistant to compile and format the data already collected and issue a report to CHE.

p. 55 "Only USC-Columbia and College of Charleston showed declines in first-year black enrollment during this period."

Reductions in financial aid, in-state and out-of-state competition for a non-expanding pool of college-bound Black students, enrollment caps and tuition increase are some of the reasons accounting for USC-Columbia's decline in first-time entering Black students over the period of the Plan. The campus is addressing this problem on several fronts, such as increased financial aid through a special minority scholarship fund from proceeds of the Clemson vs. Carolina football games, and increased outreach in the Black community and continued dialogue with guidance counselors.

p. 56 "Only USC-Columbia showed a decrease over the life of the Plan declining substantially from 2,669 Blacks in 1981-82 to 2,194 Blacks in 1985-86".

While this statement is factually correct, it should also be pointed out that in 1981-82, the 2,669 Black students comprised 14.6% while the 2,194 enrolled in 1985-86 comprised 14.5%. There is, therefore, no substantial difference in the percentage enrollment over this period of time.

Efforts at improving these statistics involve the recruitment activities previously described and retention projects which include academic skills enrichment, peer assistance and tutoring, and an



Julia Wells

4/27/87

Page 3

early warning system for students in academic difficulty.

- p. 56 "USC-Beaufort and USC-Union never met their enrollment goals and the percentage of Black enrollment at both institutions declined during the five years of the Plan."

USC-Beaufort is a commuter campus. It serves a wide multi-county area and transportation is difficult. Dwindling financial aid further compounds the problem. However, the campus continues actively to recruit Black students, soliciting the support of Black churches and community groups.

USC-Union examined the reasons for this enrollment trend and felt that lack of financial assistance, especially in terms of scholarships and grants, was a contributory factor. A significant number of the students at USC-Union work, and from the results of a questionnaire administered to them one can conclude that their employment takes precedence over educational pursuits. USC-Union has since hired an admissions recruiter and retention coordinator and emphasis is being placed on minority recruitment and retention. In addition, a Minority Recruitment and Retention Committee has been organized. Community persons serve on this committee and one of the committee's charges is to identify sources of financial aid for minority students.

- p. 63 "USC-Beaufort, USC-Lancaster, and USC-Salkehatchie employed no Black faculty members in this area [positions which do not require the doctoral degree]."

- p. 65 "Over the life of the Plan, USC-Union employed no Black faculty members in this category [Ph.D]."

- p. 66 "Over the life of the Plan, no USC Two-Year campus employed a Black person in an E/A/M position requiring a doctoral degree."

- p. 67 "The USC Two-Year campuses did not hire an E/A/M over the Plan period. The hiring rate for Black faculty at those institutions fell from 25 percent in 1981-82 to 8.33 percent in 1985-86."



Julia Wells

4/27/87

Page 4

Hiring master's or Ph.D. Black faculty and administrators at the University Campuses (formerly called Two-Year) is a challenging task. Not only are hiring opportunities extremely rare, but attracting faculty (Black or White) to the areas in which these campuses are located requires persistent and sustained efforts. These campuses are committed to affirmative action and utilize the recruitment resources of the System Affirmative Action Office whenever there is a hiring opportunity.

- p. 64 "Over the life of the Plan, USC-Aiken, USC-Coastal Carolina and USC-Columbia employed no Black persons in this category [Black E/A/M's in positions which do not require the doctoral degree]."

USC-Coastal and USC-Columbia have Black E/A/M's in positions not requiring the doctoral degree. USC-Aiken has a Black administrator who holds a Ph.D. and a commensurate faculty rank and title. Whether any new persons were hired into the E/A/M category at these campuses over the period under review is more a reflection of hiring opportunity and not indicative of any lack of good faith effort on the part of the institution.

- p. 64 "USC-Union employed a Black administrator in a position which did not require a doctoral degree. This person left in 1984-85 and was not replaced."

Prior to 1981 USC-Union employed a Black administrator who does not have a doctoral degree. She is still employed at USC-Union. On the University Campuses the distinction is not as clear cut at certain levels between positions requiring doctoral degrees and those that do not. The current position held by this person may no longer be one considered non-doctoral level, however, she is still a member of the administrative staff and holds faculty rank at USC-Union.

- p. 65 "USC-Coastal Carolina employed no Black faculty member in this category [Ph.D.]."

USC-Coastal actively promotes the professional development of its Black faculty and has encouraged its master's level Black faculty to pursue the doctorate. One such person has been granted a year's sabbatical to complete the doctorate. The college also granted the necessary leave to enable a Black faculty member to



Julia Wells

4/27/86

SYSTEM AFFIRMATIVE ACTION OFFICER

Page 5

August 4, 1986

attend the College Management Training Program at Carnegie-Mellon University in the Summer of 1985. He has since been promoted to coordinator of the Coastal Carolina College extension at Georgetown.

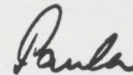
This information is given to underscore the fact that USC-Coastal Carolina is committed to affirmative action and actively seeks Blacks for faculty openings at both master's and Ph.D. levels.

p. 65 "USC-Coastal Carolina and USC-Spartanburg employed no E/A/M's in positions which require a doctoral degree".

The executive, administrative, managerial category is not one in which there is expansion or frequent openings. Both USC-Coastal and USC-Spartanburg have Blacks in this category and these persons hold faculty rank but do not have the doctoral degree.

As you can see from this detailed review of the OCR report, USC has worked diligently to recruit and retain Black students, faculty and staff. We have met with varying degrees of success and some disappointment over the years, but we have a firm commitment to the goals of the Desegregation Plan and will continue our efforts in this regard.

Sincerely,



Paula N. Cox  
System Affirmative Action Officer

PNC/cc  
Enclosures

cc: Jane M. Jameson  
System Vice President

PNC/cc  
Enclosures(2)

cc: Jane M. Jameson  
System Vice President for Personnel









UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

SYSTEM AFFIRMATIVE ACTION OFFICE

August 4, 1986

Ms. Julia Wells  
State Coordinator  
S.C. Desegregation Plan  
S.C. Commission on  
Higher Education  
1333 Main Street  
Columbia, SC 29201

Dear Julia:

Attached is USC-Beaufort's 1985-86 annual report along with the fourth quarter expenditure report. This is the last of the reports from the USC-System. I trust that our documentation is in order.

Sincerely,

Paula N. Cox  
System Affirmative Action Officer

PNC/cc  
Enclosures

cc: Jane M. Jameson  
System Vice President

Earle Holley  
Budget Director







DESEGREGATION PLAN IMPLEMENTATION  
USC-BEAUFORT  
1985-86 ANNUAL REPORT

**ACTIVITY:** Completion of units of study in the learning lab. Most units of study were identified and prescribed by classroom teachers and were so chosen because of deficiencies in student compositions. Several students worked on lab units voluntarily and received tutorial help. A tutor was available to provide assistance to students as they worked on their units.

**DESCRIPTION:** Because so many of the composition problems for minority students stem from dialect differences, we have made an effort to incorporate listening and speaking skills into the units on grammar instruction. To that end we utilize three series of cassette tapes which focus on grammatical problems per se. Students listen to standard English as they concentrate on specific problem areas, and the written assignments made by the tapes are more open-ended than those provided in traditional workbooks. This gives the students opportunities to apply in their own words the concepts they have been studying on the tapes. After completing the assignments, the students discuss them with the tutor and take tests to indicate degree of success. Lab materials have been available to students 66.5 hours per week. Tutorial services have been provided jointly by CHE and the University of South Carolina-Beaufort for 18.5 hours per week plus individually scheduled conferences scheduled by appointment on an "as needed" basis.

In addition to the audio-cassette grammar series, we use



REGISTRATION PLAN IMPLEMENTATION  
USE-RESEARCH  
1985-86 ANNUAL REPORT

ACTIVITY: Completion of units of study in the Learning Lab.

a set entitled "HearSay". It is designed specifically for the black dialect speakers in our area. Not only does the student listen and write in completing this unit, but also he must speak himself and listen to himself. Because fluency in the standard form of written English is necessary for academic success, we feel this component of the lab is critical. To expand and improve this, we purchased an audio-comparator and developed a tape and exercises that require students to attend to speech as a physical activity. Nonstandard speakers study standard usage in a way that involves their hearing a cue, recording their response on tape, and then hearing and comparing their response with the standard cue. The widespread exposure to standard English via television and radio (and hopefully schools!) has not been sufficient to make many minority students bi-dialectal. Hopefully, this unit of study in our lab can "fine tune" minority students' listening and speaking skills so that their ability to communicate in writing will not be impaired because of their primary dialect. Not only English teachers but also a speech teacher have referred students to the lab to complete the audio-comparative unit. In the spring semester alone, ten students completed it.

Two other units have proved helpful in working toward our goal of high risk student retention. They are "How to Survive in College" and "How to Study Your Textbook."

Students enrolled in our reading improvement course are required to complete lab units on the basic reading skills at



their instructional levels.

#### EVALUATION:

Feedback from teachers who send students to the lab indicates that the lab does in fact help students who work conscientiously on their assigned units. 49% of the units completed fall semester were completed by minority students. 85% of the students who worked in the lab spring semester were minority students; consequently we feel we are addressing the goals identified in the student enrollment and retention component.

#### EXPENDITURES:

A. See attachment.

B. Through the 1987-88 Desegregation Grant which was our institution, we hired a black administrator who has assumed the position of Assistant Coordinator of Academic Advancement. The focus of his responsibility is on the advancement, counseling and monitoring of minority developmental students. His position will play an important role in the existing Freshman Center at USC which will vigorously report our retention rate.

C. The report also outlined the fact that with our Desegregation money, we were able to hire a minority student counselor who has been effective in recruiting black students into our institution. USC Allen has since absorbed the salaries of both the minority admissions counselor and the Assistant Coordinator of Academic Advancement in the University's operating budget.

D. Although we have witnessed a great deal of progress in our Desegregation efforts, there is much more to be done. Our 1987-88 proposal will outline our new Freshman Student Center which will consolidate many of the resources and services available to our minority students. A detailed proposal will follow in accordance with the timetable set forth by your office.

E. Although we have witnessed a great deal of progress in our Desegregation efforts, there is much more to be done. Our 1987-88 proposal will outline our new Freshman Student Center which will consolidate many of the resources and services available to our minority students. A detailed proposal will follow in accordance with the timetable set forth by your office.



**FY 1985-86 DESEGREGATION EXPENDITURE REPORT**

**Institution:** USC- Beaufort

**Period:** Fourth **Quarter**

**Department/Division:** Learning Lab

**( April 1 - June 30, 1986 )**

**Due Date** July 18, 1986

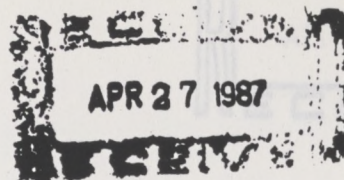
**Completed By:** Lee Shaffer

**Date:** June 1, 1986

PROGRAMS	1985-86 Allocation	Amendments this Quarter:	Expenditures this Quarter	Expenditures FY To Date	Balance
STUDENT RECRUITMENT/RETENTION					
English Learning Lab:					
a. Laboratory & Program Coordinator	\$1,000.00	-0-	\$ 250.00	\$1,000.00	-0-
b. Tutor for English	4,000.00	-0-	1,000.00	4,000.00	-0-
<b>Total</b>	<b>\$5,000.00</b>	<b>-0-</b>	<b>\$1,250.00</b>	<b>\$5,000.00</b>	<b>-0-</b>

**RECEIVED**  
AUG 01 1986  
A. A. OFFICE





UNIVERSITY OF SOUTH CAROLINA  
AT AIKEN  
171 UNIVERSITY PARKWAY  
AIKEN, SOUTH CAROLINA 29801

CHANCELLOR  
(803) 648-6851

April 24, 1987

Mrs. Julia E. Wells, Coordinator  
South Carolina Higher Education Desegregation Plan  
The South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

Dear Mrs. Wells:

This letter is in response to your April 7 request for reaction from USC Aiken toward the summary report of our Desegregation efforts as they relate to the State Plan. Although the report concentrated on brief highlights of our activities, several important omissions were apparent which I would like to bring to your attention:

A. One of the most significant achievements which we can proudly point to has been the increase from three to eight in the number of black faculty and administrators which have been hired at USCA.

B. Through the 1986-87 Desegregation Grant awarded to our institution, we hired a black administrator who has assumed the position of Assistant Coordinator of Academic Advisement. The focus of his responsibility is on the advisement, counseling and monitoring of USCA's minority developmental students. His position will play an important role in the emerging Freshman Center at USCA which will ultimately impact our retention rate.

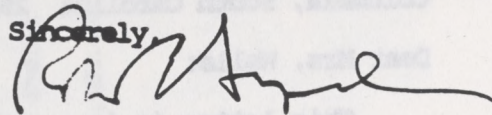
C. The report also omitted the fact that with our Desegregation monies, we were able to hire a minority admissions counselor who has been effective in recruiting black students into our institution. USC Aiken has since absorbed the salaries of both the minority admissions counselor and the Assistant Coordinator of Academic Advisement in the University's operating budget.

Although we have witnessed a great deal of progress in our Desegregation efforts, there remains much to be done. Our 1987-88 proposal will outline our need for a Minority Student Center which will consolidate many of the resources and services available to our minority students. A detailed proposal will follow in accordance with the timetable set forth by your office.



The University of South Carolina at Aiken remains firmly committed to removing vestiges of the former de jure racially dual system of higher education through implementation of The South Carolina Plan for Equity and Equal Opportunity in South Carolina Public Colleges and Universities. We are truly grateful for Desegregation grant awards in academic years past, and we will continue to do everything in our power to insure equal opportunity for all USCA students, faculty and staff.

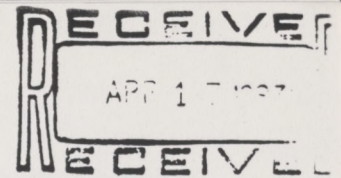
Sincerely,



Robert E. Alexander

REA/bmh





UNIVERSITY OF SOUTH CAROLINA  
at SUMTER  
SUMTER, S.C. 29150

OFFICE OF THE DEAN

April 15, 1987

**MEMORANDUM**

TO: Julia E. Wells, Coordinator  
S.C. Higher Education Desegregation Plan

FROM: Douglas C. Darran *[signature]*  
Assistant to the Dean

SUBJ: **DESEGREGATION PLAN REPORT FROM THE OFFICE FOR CIVIL  
RIGHTS: YR MEMO DTD 4/7/87.**

This memorandum is in response to your request for us to review the above referenced report for accuracy and completeness and "to provide the OCR with additional information regarding current and proposed policies affecting civil rights in public institutions of higher education" in South Carolina.

After reviewing the report, it appears that all references to USC-Sumter are accurate. However, we are somewhat confused as to why only seven (7) of the nine (9) campuses of the University of South Carolina System are covered under II. STUDENT DESEGREGATION, B. INSTITUTIONAL IMPLEMENTATION, beginning on page 25 of the report. As might be obvious, USC-Sumter is one of the two campuses omitted.

Following a phone conversation with Mr. Krech of your office this afternoon, please find enclosed copies of the following:

1. USC-Sumter's Student Recruitment and Retention Plan submitted to your office on 7/1/86.
2. USC-Sumter's Summer College Enhancement Program grant proposal dated 7/8/87 and cover letter dated 7/30/87 from Mr. Brooks outlining the grant award.

These two documents should provide sufficient information for the OCR to correct the above noted omission with a relevant entry for USC-Sumter if they so desire.

cc: Dean Anderson



RECEIVED  
APR 11 1967



UNIVERSITY OF SOUTH CAROLINA  
COLUMBIA  
SOUTH CAROLINA 29208

OFFICE OF THE DEAN

Enclosed for the Dean are two copies of a report prepared by the Student Government and the Student Government Association. The report is dated 1/15/67 and is titled "Student Government and Student Government Association Report to the Dean". The report contains information regarding the activities of the Student Government and the Student Government Association during the past year. It also contains recommendations for the future. The report is being submitted to you for your information and for your review. It is also being submitted to the Board of Trustees for their review. The report is being submitted to you for your information and for your review. It is also being submitted to the Board of Trustees for their review.

FROM: Douglas C. Barrett  
SUBJECT: Student Government Report

RE: STUDENT GOVERNMENT REPORT FROM THE OFFICE FOR CIVIL RIGHTS: 72 WMS 000 01/15/67

Enc/2

This memorandum is in response to your request for us to review the above referenced report for accuracy and completeness and to provide the OCR with additional information regarding current and proposed policies affecting civil rights in public institutions of higher education in South Carolina.

After reviewing the report, it appears that all references to USC-Senate are accurate. However, we are somewhat confused as to why only seven (7) of the nine (9) campuses of the University of South Carolina System are covered under II. STUDENT GOVERNMENT, B. INSTITUTIONAL IMPLEMENTATION, beginning on page 25 of the report. As might be obvious, USC-Senate is one of the two campuses omitted.

Following a phone conversation with Mr. Kresh of your office this afternoon, please find enclosed copies of the following:

1. USC-Senate's Student Government and Retention Plan submitted to your office on 1/15/67.
2. USC-Senate's Student College Enhancement Program Grant proposal dated 1/15/67 and cover letter dated 1/30/67 from Mr. Brooks outlining the grant award.

These two documents should provide sufficient information for the OCR to contact the above noted entities with a relevant query for USC-Senate if they so desire.

cc: Dean Anderson





UNIVERSITY OF SOUTH CAROLINA  
AT SUMTER

200 Miller Road  
Sumter, S.C. 29150-2498

Telephone:  
(803) 775-6

STUDENT RECRUITMENT AND RETENTION PLAN

July 1, 1986



UNIVERSITY OF SOUTH CAROLINA AT SUMTER  
STUDENT RECRUITMENT AND RETENTION PLAN

I. INSTITUTIONAL PROFILE

A. IMPACT OF THE INSTITUTION'S MISSION AND CHARACTERISTICS ON "OTHER RACE" RECRUITMENT AND RETENTION

1. MISSION

The University of South Carolina at Sumter is one of nine campuses in the University of South Carolina system and was established in response to the expressed desires and needs of the citizens of Sumter County and the adjacent areas in 1966. The academic programs at USC-Sumter have been, and continue to be, as dynamic in growth and diversity as student enrollment because of the educational needs of our community. However, the mission of the University is to provide a quality education at an affordable cost.

In addition to offering Associate Degrees in Arts and Science, the undergraduate curriculum is designed to provide an opportunity for students to complete at least two years of study toward over 60 Baccalaureate Degrees offered by the University system. In 1973, the mission was expanded to provide: (1) a program of Continuing Education through which non-credit courses, seminars, and workshops would be made available to the community for cultural enrichment and professional development purposes; and (2) a coordinated program of Graduate Studies at the Master's Degree level in the areas of Business Administration, Education, and Engineering.



The primary mission of USC-Sumter, however, remains to provide a comprehensive program of undergraduate courses toward fulfillment of a Baccalaureate Degree.

## 2. CHARACTERISTICS

The University of South Carolina at Sumter services the four county area of Sumter, Clarendon, Kershaw, and Lee with a total population of approximately 174,000 (1980 census). The following table shows enrollment percentages by county over the past three years.

TABLE I.A.2.-1  
USC-SUMTER PERCENTAGE ENROLLMENTS BY COUNTY, FALL 1983-FALL 1985

SEMESTER	SUMTER	CLARENDON	KERSHAW	LEE	OTHER
FALL 1983	86.6	4.9	1.8	1.7	5.0
FALL 1984	85.5	6.3	1.8	1.6	4.8
FALL 1985	87.1	5.9	1.2	0.9	4.8

The heavy enrollment from Sumter County is a result of USC-Sumter being a commuter campus. The entire area served, especially outside Sumter County, is predominately rural with a heavy emphasis on farming and the attendant economic problems. Overall, the four county area is approximately 55% white, as is Sumter County. Sumter Area Technical College, offering two year technical programs, and Morris College, a predominately black four year institution, also serve approximately the same geographic area.

Current rural economic conditions, the growth of the industrial base of Sumter County, and the presence of Shaw Air Force Base



all contribute to USC-Sumter having a much larger than normal part-time enrollment and as a result a much older than normal student population. Enrollment distribution by sex has remained fairly even. The following table outlines these characteristics of the student body over the past three years.

TABLE I.A.2.-2  
USC-SUMTER ENROLLMENTS: PERCENTAGE PART-TIME, AVERAGE AGE, AND  
PERCENTAGE MALE: FALL 1983-FALL 1985

SEMESTER	% PART-TIME	AVERAGE AGE	% MALE
FALL 1983	49.1	25.8	47.4
FALL 1984	49.6	25.8	49.6
FALL 1985	56.6	25.6	52.1

USC-Sumter's initiation of two eight week evening semesters running concurrent with each sixteen week day semester along with an extended summer program was instituted in large part to enhance access to its educational programs given the above historic demographic characteristics of its student body.

### 3. MISSION AND CHARACTERISTICS IMPACT ON "OTHER RACE" RECRUITMENT AND RETENTION

The academic emphasis of the mission of USC-Sumter, the economic conditions and size of the geographic area served, the commuting nature of the institution, and the existence of other institutions with different missions have all impacted the continuing efforts of USC-Sumter with respect to "other race" recruitment and retention. Concentrated efforts in these areas have however allowed USC-Sumter to stabilize those impacts, as indicated by the tables in the following sections.



## B. ENROLLMENT AND GRADUATION RATES

## 1. ENROLLMENT TRENDS

The following table shows the number and percent of full-time and headcount undergraduates, and total black and white undergraduate students enrolled at USC-Sumter for Fall 1983, Fall 1984, and Fall 1985.

TABLE I.B.1.  
USC-SUMTER UNDERGRADUATE ENROLLMENT TRENDS, FALL 1983-FALL 1985

SEMESTER	BLACK		FULL-TIME WHITE*		TOTAL	BLACK		HEADCOUNT WHITE*		TOTAL
	#	%	#	%	#	#	%	#	%	#
FALL 83	127	21.2	473	78.8	600	203	17.2	975	82.8	1178
FALL 84	120	20.5	465	79.5	585	207	17.8	953	82.2	1160
FALL 85	104	18.7	453	81.3	557	225	17.6	1057	82.4	1282

Compiled from HEGIS REPORTS #2300-2.3A, Fall Enrollment and Compliance Report of Institutions of Higher Education" for relevant years.

\* Includes all non-black.

## 2. GRADUATION RATES

The following table shows the number and percent of black and white Associate Degree graduates from USC-Sumter from 1983 to 1985.

TABLE I.B.2.  
USC-SUMTER ASSOCIATE DEGREES AWARDED, 1983-1985

YEAR	BLACK		WHITE*		TOTAL
	#	%	#	%	#
1982-1983	16	12.8	109	87.2	125
1983-1984	19	17.3	91	82.7	110
1984-1985	10	10.0	90	90.0	100

Compiled from HEGIS REPORTS #2300-2.1, "Degrees and Other Awards Conferred" for relevant years.

\* Includes all non-black.



## C. PROJECTED ENROLLMENTS AND GRADUATION RATES

### 1. PROJECTED ENROLLMENTS

The following table shows the projected number and percent of full-time and headcount undergraduates, and total projected black and white undergraduates enrolled at USC-Sumter for Fall 1986, Fall 1987, and Fall 1988.

TABLE I.C.1.  
USC-SUMTER PROJECTED UNDERGRADUATE ENROLLMENTS, FALL 1986-FALL 1988

SEMESTER	BLACK		FULL-TIME WHITE*		TOTAL	BLACK		HEADCOUNT WHITE*		TOTAL
	#	%	#	%		#	%	#	%	
FALL 86	100	18.0	457	82.0	557	220	17.2	1058	82.8	1278
FALL 87	109	18.9	468	81.1	577	234	17.6	1097	82.4	1331
FALL 88	115	19.5	476	80.5	591	245	18.0	1117	82.0	1362

\* Includes all non-black.

### 2. PROJECTED GRADUATION RATES

The following table shows the projected number and percent of black and white Associate Degree graduates from USC-Sumter from 1986 to 1988.

TABLE I.C.2.  
USC-SUMTER PROJECTED ASSOCIATE DEGREES AWARDED, 1986-1988

YEAR	BLACK		WHITE*		TOTAL
	#	%	#	%	
1985-1986	10	12.5	70	87.5	80
1986-1987	16	16.5	81	83.5	97
1987-1988	20	18.2	90	81.8	110

\* Includes all non-black



## II. DESCRIPTION OF CURRENT EFFORTS AND PLANS FOR IMPROVING ACCESS TO THE INSTITUTION FOR "OTHER RACE" STUDENTS

### A. EARLY AWARENESS AND/OR RECRUITMENT PROCEDURES AND ACTIVITIES

Based on the projected decline in the pool of traditional college freshman in future years, USC-Sumter several years ago renewed and enhanced its efforts in awareness/recruitment activities.

Given the racial make-up of its service area previously discussed and the limited resources available, USC-Sumter has and continues to make special efforts within each one of its early awareness/recruitment activities to ensure the black community is reached, using separate special communication channels when available, rather than attempt to develop separate programs/activities aimed exclusively at the black community.

Thus, in USC-Sumter's renewed emphasis on gaining greater community visibility, predominately black audience radio stations are heavily utilized. High school visitation programs by USC-Sumter's Admissions staff have been expanded outside the primary four county area into areas that are geographically closer and generally predominately black, raising the number of high schools visited from 22 to 32. Special efforts are made through high school counselors to encourage black students to visit the USC-Sumter campus during the Spring Visits. Additionally, the institution has embarked upon a concerted effort to increase the number of privately funded scholarships available to use as a recruiting tool in attracting academically qualified students.

Plans for further increasing black awareness of and enrollment at USC-Sumter in the future include continuing special efforts in the



above traditional awareness/recruitment programs. Additionally, plans are underway for special awareness/recruitment programs at both Shaw Air Force Base and among the employees of Sumter County's industrial community, both of which contain a large pool of potential black students. USC-Sumter plans to continue efforts to identify and use special communication channels for reaching the black community such as black religious organizations.

**B. ADMISSIONS POLICIES AND PROCEDURES FOR FRESHMAN AND TRANSFER STUDENTS**

USC-Sumter strives to provide an opportunity to any student who is capable of benefitting from a college education and shows promise of successfully completing that education. The University encourages all qualified persons to apply, and equal educational opportunities are offered to students regardless of race, sex, age, religion, color or national origin.

Two categories of admission to USC-Sumter in particular improve access to the institution. "Branch" admission status is available to applicants whose predicted grade point ratio does not meet the normal admissions standard. "Military Special" admission status is available to active duty military personnel upon certification by the Base Education Officer. Additionally, applicants who are 25 years or older may be considered for admission without submitting SAT scores.

These admissions policies have the effect of allowing applicants who do not meet the normal admission standards the chance to prove their potential by enrolling at USC-Sumter.

**C. EFFORTS TO RECRUIT BLACKS FOR GRADUATE PROGRAMS**

The USC-Sumter Student Recruitment and Retention Plan covers only



undergraduate students.

D. OTHER ACTIVITIES, PROCEDURES, AND/OR PROGRAMS THAT PROMOTE ACCESS FOR "OTHER RACE" STUDENTS TO ENROLL IN BACCALAUREATE PROGRAMS

There are two cooperative programs of which USC-Sumter is a part and has taken an active leadership role which are beginning to play an increasingly important role in black awareness/recruitment, although neither program was originally designed for that purpose.

The Academic Center is a joint program between USC-Sumter and Sumter School District #2 which offers academically enriched courses on the USC-Sumter campus for District #2 high school students. The Santee Wateree Education Consortium is made up of six area school districts and USC-Sumter to assist the districts meet their staff and professional development needs and to offer consultation in meeting other goals and objectives of the districts. Both of these programs have great potential for raising black awareness of the opportunities at USC-Sumter both among potential students and the staff of the involved school districts.

Additionally, "Concurrent" admissions status is available to qualified high school students who may enroll for college credit courses at USC-Sumter prior to graduation.

Increased emphasis on these programs can have important positive residual effects on black awareness and, with proper support, black enrollment at USC-Sumter, in addition to furthering the important goals the programs were originally designed to promote.



### III. DESCRIPTION OF CURRENT EFFORTS AND PLANS FOR REDUCING ANY DISPARITY THAT MAY EXIST BETWEEN THE RETENTION RATES OF BLACK AND WHITE STUDENTS

#### A. ORIENTATION PROCEDURES FOR NEW STUDENTS

In recent years, USC-Sumter has tremendously expanded and improved new student orientation procedures, and the University is continually evaluating these procedures and seeking new and improved means of implementing this most important activity. Currently, the institution holds five orientation days during the summer, allowing ample opportunity for each student to attend and interact with new and continuing students, faculty, and staff. A USC-Sumter Counselor Corps composed of selected upperclass students is on hand at each orientation to guide and converse with the new students. The orientation procedures include placement testing, group building exercises, and academic advising. Particular attention is paid to make visible black upperclass students in the Counselor Corps and black faculty and staff to provide role models for incoming black freshman. The major objective of the orientations is to provide a realistic and honest preview of the college experience to all new students.

#### B. SUPPORT SERVICES THAT ADDRESS AREAS OF STUDENT ANXIETY AND FRUSTRATION

USC-Sumter has made concerted efforts to improve and expand its support services with the aim of reducing attrition. The financial aid personnel make every effort to secure financial assistance for those in need from available sources. Currently, 57% of black students receive some financial aid assistance. Due in large part to the projected reduction in the level and number of sources of financial aid and the research literature



which indicates the critical nature of financial aid in retention, USC-Sumter has embarked upon two initiatives to help alleviate financial pressures on students. As noted earlier, a concentrated effort is underway to substantially expand privately funded scholarships. The initial success of this program is already showing benefits, and efforts in this area will be expanded. Additionally, the recent position of Job Locator and Development Coordinator, staffed by a black, was instituted to provide a placement service for employment of USC-Sumter students.

The Student Counselor, also staffed by a black, provides students with a wide array of counselling services, including career counselling, study skills seminars, personal development activities, and a tutorial program. Plans are underway to significantly expand the tutorial program.

USC-Sumter has spent tremendous time and effort in building an effective academic advising system. Its success is attested to by the fact that most advisors develop sufficiently strong individual relationships with their advisees that much more than academic counselling takes place. To further enhance and improve these important relationships, plans are being formulated to add two full-time employees whose sole responsibilities will be academic advising and counselling. It is the University's expectation that this expanded counselling staff and more clearly focused advising program will enhance retention by providing better advising and counselling and freeing faculty for developing the informal relationships with students found to be so important in retention.



The expanded offering of University 101 has come about based on evidence of its positive affect on retention. Increased encouragement of all students, and particularly blacks, to enroll in this freshman year course will continue. for it has proved to be one of the most effective tools in helping new students adjust to the campus and college environment.

C. CHARACTERISTICS OF THE FACULTY AND STAFF WHICH ENABLE THEM TO BE EFFECTIVE IN RELATING TO "OTHER RACE" STUDENTS AND STIMULATING STUDENT PERSISTENCE AND ACADEMIC PERFORMANCE

USC-Sumter has five minority faculty members, including two blacks. In addition, there are three blacks in highly visible and critical staff areas for enhancing black retention: the Admissions Officer, the Student Counselor, and the Job Locator and Development Coordinator.

Given the level of black enrollment at USC-Sumter, all faculty and staff are aware of and sensitive to the needs of black students. To enhance that awareness and sensitivity, it is planned to send several faculty and staff members to The First Conference on the Minority Freshman Year Experience sponsored by The Office of Minority Student Affairs and The National Center for the Study of the Freshman Year Experience at the University of South Carolina in Columbia on October 17, 1986.

The University is sensitive to the necessity of providing role models and is making every effort to increase the number of black faculty and key staff.

D. STUDENT ACTIVITIES THAT PROMOTE "OTHER RACE" STUDENT PERSISTENCE AND ACADEMIC ACHIEVEMENT

One of the most active student activities on campus is the Afro Club which has a black advisor and whose primary goal is to help



all students gain a better understanding of black heritage. Club sponsored activities as Black History Week foster that goal.

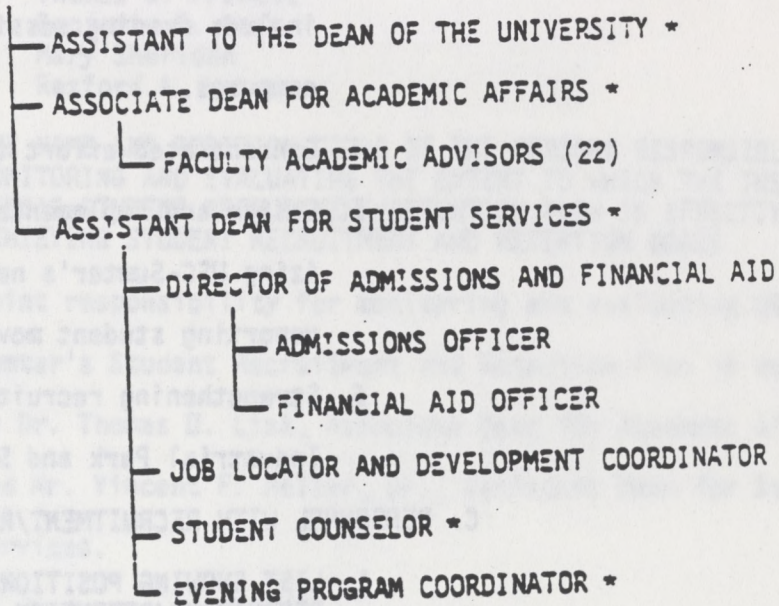
The Apeiron Society, an organization of student intellectuals, currently has a black president, providing an important role model for the other black students.

#### IV. IMPLEMENTATION AND EVALUATION OF RECRUITMENT/RETENTION EFFORTS IN 1986-87

##### A. ORGANIZATION OF RECRUITMENT AND RETENTION PERSONNEL

While it can be argued that every member of the institution has recruitment/retention responsibilities, the following chart shows the organization of the personnel at USC-Sumter with major direct responsibilities in these areas.

##### THE DEAN OF THE UNIVERSITY



\* One of the Faculty Academic Advisors.



B. DESCRIPTION OF SPECIAL INITIATIVES AND/OR UNIQUE RECRUITMENT/RETENTION ACTIVITIES TO BE IMPLEMENTED IN 1986-87

In addition to continuing efforts in existing recruitment/retention programs currently in place at USC-Sumter, the following is a description of activities to be implemented in 1986-87 assuming resources are available and appropriate personnel as needed can be recruited.

1. Reorganization of the academic advisement system to include two new full-time advisors/counselors.
2. Development of a summer program for freshman students consisting of developmental English, Mathematics, a subject area course specifically designed for the program, and University 101.
3. Upgrading and expansion of the Tutorial program to include evening sessions at both the Sumter and Shaw campuses.
4. Concentrated effort to recruit qualified black faculty.
5. Design and implementation of a computerized system utilizing USC-Sumter's new Burroughs XE-520 for tracking and reporting student movement through the University.
6. Strengthening recruitment efforts at the Sumter County Industrial Park and Shaw Air Force Base.

C. PERSONNEL WITH RECRUITMENT/RETENTION RESPONSIBILITIES

1. LIST SHOWING POSITIONS AND PERCENT OF TIME ALLOTTED FOR RECRUITING/RETENTION RESPONSIBILITIES

The Dean of the University	10%
Assistant to the Dean of the University	15%
Associate Dean for Academic Affairs	20%
Faculty Academic Advisors	10%



Assistant Dean for Student Services	30%
Director of Admissions and Financial Aid	60%
Admissions Officer	60%
Financial Aid Officer	30%
Job Locator and Development Coordinator	50%
Student Counselor	30%
Evening Program Coordinator	50%

2. LIST SHOWING NAMES OF PERSONS ON ADVISORY COMMITTEE FOR RECRUITMENT AND RETENTION

Marketing, Recruitment, and Retention Committee

Douglas C. Darran  
 Francis X. Doyle  
 Robert W. Ferrell  
 Frances D. Finney  
 Vincent F. Halter, Jr.  
 Lydia Johnson  
 Ruth A. Pierson  
 Thomas B. Prewett  
 Benjamin E. Ross  
 Mary Sheridan  
 Rexford A. Waters

3. THE NAME AND POSITION/TITLE OF THE PERSONS RESPONSIBLE FOR MONITORING AND EVALUATING THE EXTENT TO WHICH THE INSTITUTION'S STUDENT RECRUITMENT/RETENTION PLAN IS EFFECTIVE IN ACHIEVING STUDENT RECRUITMENT AND RETENTION GOALS

Joint responsibility for monitoring and evaluating USC-Sumter's Student Recruitment and Retention Plan is held by Dr. Thomas D. Lisk, Associate Dean for Academic Affairs, and Mr. Vincent F. Halter, Jr., Assistant Dean for Student Services.





OFFICE OF THE DEAN

July 1, 1986

Ms. Julia E. Wells  
Desegregation Plan Coordinator  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201

Dear Ms. Wells:

Attached is the original and four (4) copies of USC-Sumter's Student Recruitment and Retention Plan, submitted as required by the South Carolina Higher Education Desegregation Plan.

Please be aware that USC-Sumter intends to submit a proposal by July 8, 1986, for consideration under the Institutional Grants Program for Student Retention Activities.

Sincerely

J.C. Anderson, Jr.  
Dean of the University

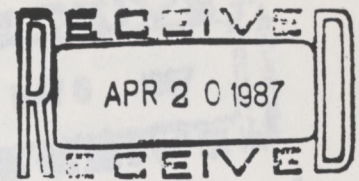
121

pc: Dr. John Duffy





THE UNIVERSITY OF SOUTH CAROLINA AT UNION  
P. O. Drawer 729  
UNION, SOUTH CAROLINA 29379



April 16, 1987

TO: Mr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education

FROM: Kenneth L. Davis  
Dean of the University *KL*  
Harold F. Sears *HS*  
Associate Dean for Academic Affairs

SUBJ: Desegregation Plan Report from the Office for Civil Rights

We have received and read the South Carolina Higher Education Desegregation Plan Factual Report, March 27, 1987, and find that the activities of USC-Union for 1985-86 have been accurately described.

We appreciate the cooperation shown by the Commission and particularly by Ms. Julia Wells and Mr. Alan Krech, and we look forward to working with you in the future.

mjr

Sincerely,

David C. Bolton  
Assistant to the President



RECEIVED  
APR 20 1987  
RECEIVED

THE UNIVERSITY OF SOUTH CAROLINA AT UNION  
P.O. Box 120  
ANDERSON, SOUTH CAROLINA 29621

DATE OF RECEIPT: April 18, 1987

WEEK END TO COME

TO: Mr. Charles A. Brock, Jr.  
Interim Executive Director  
South Carolina Commission on Higher Education

FROM: Kenneth B. Davis  
Dean of the University

SUBJECT: Harold F. Davis  
Associate Dean for Academic Affairs  
University of South Carolina at Union  
Campus: Union, South Carolina 29621

We have received and read the South Carolina Higher Education Commission  
Plan Faculty Report, March 27, 1987, and find that the activities of USC-Union  
for 1986-87 have been accurately described.

Enclosed is a letter from the Dean of the University of South Carolina at Union  
to the Commission. The letter is dated April 1, 1987, and is signed by  
Dr. John B. Davis, Jr., President of the University of South Carolina at Union.

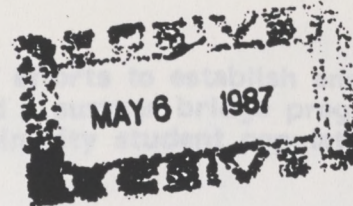
Plan: A list of activities is enclosed for your review and approval.  
for: The enclosed letter is dated April 1, 1987, and is signed by  
Dr. John B. Davis, Jr., President of the University of South Carolina at Union.

*John B. Davis, Jr.*  
President, University of South Carolina at Union

cc: Dr. John B. Davis, Jr.  
cc: Dr. John B. Davis, Jr.

The University of South Carolina at Union is an Equal Opportunity Institution. It is committed to the principles of non-discrimination in all its activities.





Assistant to the President

May 5, 1987

Ms. Julia Wells, Coordinator  
S. C. Higher Education Desegregation Plan  
S. C. Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, SC 29201

Dear Julia:

Thanks for your memo of 7 April 1987 asking for a response to the Office of Civil Rights (OCR) report dated 27 March 1987.

Essentially, the report is accurate regarding the details that affect Winthrop College. The only major items that need to be added would be our desegregation progress in academic year of 1986-87. Please keep in mind that currently black students represent 16.0% of our student body (19% in the freshman class). Our recruitment efforts have begun to payoff while the retention figures for minority students remain better than for majority students.

Please use the attached list of activities as a portion of our activities for the 1986-87 academic year. We will continue to strive to improve the quality of life for all students, faculty and staff at Winthrop College.

Sincerely,

David C. Belton  
Assistant to the President

ma

Enclosure

Rock Hill, South Carolina 29733  
(803) 323-2277



RECEIVED  
MAY 6 1987



Assistant to the President

May 5, 1987

Mr. Julius Wells, Coordinator  
S. C. Higher Education Designation Plan  
S. C. Commission on Higher Education  
1333 Main Street, Suite 600  
Columbia, SC 29201

Dear Julius:

Thanks for your memo of 7 April 1987 asking for a response to the Office of Civil Rights (OCR) report dated 27 March 1987.

Essentially, the report is accurate regarding the details that affect Wintthrop College. The only major item that needs to be added would be our desegregation progress in academic year of 1986-87. Please keep in mind that currently black students represent 16.5% of our student body (15% in the freshman class). Our recruitment efforts have begun to pay off while the retention figures for minority students remain better than for majority students.

Please use the attached list of activities as a portion of our activities for the 1986-87 academic year. We will continue to strive to improve the quality of life for all students, faculty and staff at Wintthrop College.

Sincerely,

David C. Bolton  
Assistant to the President

Enclosure

Rock Hill, South Carolina 29733  
(803) 313-1317



## EVALUATION

- Consultants were brought to the campus to study our efforts to establish and maintain an Office of Minority Student Development and a summer bridge program. We also conducted a needs assessment survey of our minority student population.

## Academic Support

- We offered twenty undergraduate and eight graduate fellowships to academically outstanding students. In addition, INROADS, an extensive business internship program was made available to minority freshmen and sophomore students.
- A reception was held for the Other Race/GIF recipients and other honor students with the initiation of the NAACP officers.
- National, state and local NAACP officials were present to hear an address by Ms. Julia Wells, the Coordinator of the South Carolina Desegregation Plan.

## Martin Luther King, Jr. Celebration

- For our Martin L. King, Jr. Celebration, we hosted several events. We sponsored a vigil march, "Faith Journey," a play produced by a New York company in honor of Dr. King's birthday, a student oratorical contest, a faculty/staff reception including a presentation by Jim Clyburn, South Carolina Commissioner of Human Affairs, the presentation of our first annual Dr. Martin Luther King, Jr. Award, a display of black businesses in the Rock Hill area, and an informal and formal lecture by Mrs. Patricia Russell-McCloud.

## Miscellaneous

- We sponsored a "Dialogue in Black and White" which was facilitated by Dr. Lynda Woodruff from Georgia State University. Students, faculty and staff interacted with Dr. Woodruff to discuss several issues on black and white relations at predominately white institutions of higher learning.
- We held our second annual black alumni reunion and black Greek reunion. Approximately seventy-five participants structured the foundation of a black alumni organization. Two distinguished Clemson alumni provided information on how they built their program.
- A freshman and transfer adjustment program was initiated to assist their transition to Winthrop. This peer program is designed after the Big Brother/ Big Sister program.
- Cultural trips were sponsored to the Charlotte Mint Museum, Mecklenburg Art Gallery (Romare Bearden exhibit), McDonald's Cafeteria, attend the musical "Black Folk Life Festival," at the Charlotte Afro-American Cultural Center and "Harlem Heyday."
- The Office of Minority Student Development co-sponsored with the Association for Ebonites, the production by NUCLEUS for two evenings. This event featured Yolanda King and Attallah Shabazz, the daughters of Dr. King and Malcom X.



- Trips were also planned for twenty-five students to desegregation conferences located at Georgia State University and the College of Charleston.
- The second annual publication of the Roddey-McMillan Newsletter highlighted the minority student activities for the academic year.
- Minority faculty and staff sponsored a bi-monthly luncheon discussion session. This luncheon provided an open forum to discuss issues which relate to the needs of the minority contingent at Winthrop.
- A Minority Student Graduate Information Center was established to educate and disseminate relevant information for graduate study.
- The establishment of an adhoc committee of minority student development was conducted this spring. The committee hopes to review, evaluate and make suggestions to increase the quality of life for all students.

	<u>TOTAL</u>	<u>NUMBER OF BLACKS</u>	<u>PERCENT</u>
All Students	5,323	797	14.97
Undergraduate	4,309	689	15.98
Graduate	1,014	108	10.65
Freshmen	984	188	19.10



# Denmark Technical College

Solomon Blatt Blvd., P.O. Box 327, Denmark, S.C. 29042 803-793-3301



April 28, 1987

APR 29 1987

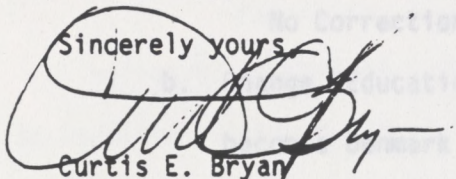
Mr. Charles A. Brooks, Jr.  
Interim Executive Director  
South Carolina Commission  
of Higher Education  
1333 Main Street  
Columbia, South Carolina 29201

Dear Mr. Brooks:

In response to your letter of April 8, 1987, I am forwarding to you our response to the Office of Civil Rights Report. Our Desegregation Committee has thoroughly reviewed the document for accuracy and completeness.

We are happy to submit to you our comments at this time.

Sincerely yours,

  
Curtis E. Bryan  
President

CEB:bd

Enclosure

cc: Dr. George E. Jones  
Mrs. Julia Wells





# Denmark Technical College

- Trips were also planned for twenty-five students to attend the conference at the University of North Carolina at Chapel Hill.
- The second annual meeting of the Faculty of the College of Arts and Sciences was held on April 28, 1957. The meeting was held in the auditorium of the College of Arts and Sciences.
- Minorities Faculty Association was organized at a luncheon held at the College of Arts and Sciences. This luncheon was held in the auditorium of the College of Arts and Sciences.
- A Minority Student Organization was organized at a luncheon held at the College of Arts and Sciences. This luncheon was held in the auditorium of the College of Arts and Sciences.

In response to your letter of April 18, 1957, I am forwarding to you our response to the Office of Civil Rights Report. Our Registration Committee has thoroughly reviewed the document for accuracy and completeness.

We are happy to report to you our progress at this time.

	PERCENT
All Students	14.57
Undergraduate	14.57
Graduate	14.57
Freshmen	14.57

Enclosure

cc: Dr. George E. Jones  
Mrs. Julie Wolfe



## DENMARK TECHNICAL COLLEGE

### RESPONSE TO THE REPORT OF OFFICE OF CIVIL RIGHTS

On April 12, 1987, the College received a copy of the Department of Education's Office for Civil Rights (OCR) proposed factual report on South Carolina's Higher Education Desegregation Plan. During the College's desegregation meeting on April 15, 1987, members of the College's Desegregation Committee reviewed the OCR Report, pages 13 through 20, for accuracy and completeness. Concerning the statistical information, there are no major corrections. However, the following observations are made:

#### B. DENMARK TECHNICAL COLLEGE (DTC)

##### 1. RESOURCES

###### a. Enhancement Funding

No Corrections

###### b. Change "Education" to "Area" in section b. The name

becomes Denmark Technical College Area Commission (DTCAC).

##### 2. Program Enhancement

###### a. New Associate Degree Programs in Business and Public Service

No Corrections

###### b. Nuclear Engineering Technology

No Corrections

###### c. Building Construction Technology

Funds have been allocated to Denmark Technical College to hire a coordinator for the Building Construction Technology Program. Additionally, funds have been made available to purchase needed equipment in that area. While the college



did not use desegregation funds to support the position of coordinator, the institution took on the financial obligation for the position and the coordinator was named for 1986-87.

d. Air Conditioning-Refrigeration and Machine Tool Technology

While the enhancement dollars allocated for Air Conditioning-Refrigeration and Machine Tool Technology provided meaningful upgrading of equipment, there is still a need to improve the facilities which house these programs. Improved building facilities will help attract additional "other race" students.

e. Welding Program

No Corrections

f. Student Recruiting/White Admissions Counselor

A white recruiter is not presently employed at the college, however, the institution continues to make special efforts to recruit "other race" students. During the academic year 1986-87, a marked increase occurred in enrollment of "other race" students. This increase was due primarily to the special efforts of the faculty and staff in recruiting "other race" students. Furthermore, the College plans to employ an "other race" recruiter for 1987-88.

g. Adjustments in Implementing New Curricular Programs and Programs Responsive to Enrollment Declines

The original South Carolina Plan for Equity and Equal Opportunity in higher education provided needed resources for addressing some needed programmatic enhancements.



However, further steps need to be taken to help Denmark Technical College to overcome several remaining historical deficiencies. These deficiencies are outgrowths of past inequities which still prevent the institution from delivering the scope and quality of programs needed. The attached document (See Attachment A) details the strategies that should be funded and implemented to permanently remove all remaining questions regarding equal educational opportunity and historical deficiencies at Denmark Technical College.

3. Physical Facilities and Assessment of Physical Plant

As of 1986-87 academic year, Denmark Technical College has identified the need for the enhancement of its building facilities in order that the College may be competitive with other Technical Colleges in the State. It is evident that all facilities at Denmark Technical College are not adequate for the programs that are housed in them. Efforts should be made to upgrade building facilities as indicated in Attachment A.

4. Program Duplication

a. Eliminating Academic Program Duplication

One way to attract additional "other race" students to Denmark Technical College would be to locate viable programs on the Denmark Technical College campus which are not available on any other campus within the Technical System. If students selected these particular programs, it would be imperative that they would come to Denmark Technical College for those programs. In all cases



the administration and faculty of the College would have the major responsibility for ensuring quality in each such arrangement.



INTRODUCTION

DENMARK TECHNICAL COLLEGE

DENMARK, SOUTH CAROLINA 29042

SUPPLEMENTAL ENHANCEMENT PLAN: THE DENMARK TECHNICAL COLLEGE  
QUALITY ASSURANCE PROJECT

SUBMITTED TO

THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

AND

THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

Dr. Curtis E. Bryan, President  
September 8, 1986



Supplemental Enhancement Plan: The Denmark Technical College  
Quality Assurance Project

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## INTRODUCTION

### Background of Project

On March 1, 1948, the Denmark Branch of the South Carolina Area Trade School began operations. Since that time, Denmark Area Trade School has become Denmark Technical College and is the oldest institution of higher education in the sixteen-college Technical Education System. It was founded as a trade school for the education of black students during a period when the State of South Carolina operated a dual system of education. During the early years of its existence, the institution experienced serious neglect and many of its historic deficiencies remain unresolved.

Beginning with the 1981-1982 academic year, the State of South Carolina has taken serious action to effect equity and equal educational opportunity in all the public colleges and universities of the State. Through special funding of several initiatives at Denmark Technical College and South Carolina State College, the State has demonstrated a commitment to address historical deficiencies at these two traditionally black institutions to enable them to serve as full partners in the State's system of higher education.

The federally mandated South Carolina Plan for Equity and Equal Opportunity in Higher Education expired on June 30, 1986. During the life of this Plan, several actions were taken which contributed much to the enhancement of Denmark Technical College. These steps are delineated below:

1. Provided Funds to Support the Initiation of Six New Associate Degree Programs:
  - a. General Business
  - b. Accounting
  - c. Data Processing
  - d. Human Services (Public Service)
  - e. Computer Engineering Technology
  - f. Building Construction Technology
2. Purchased Some Needed Equipment for Four Existing Programs as Listed Below:
  - a. Nuclear Engineering Technology
  - b. Climate Control Technology
  - c. Machine Tool Technology
  - d. Welding
3. Provided Some Funds to Support the Activities of a Newly Established Area Commission
4. Provided Funds for the Employment of a Recruiter of Other Race Students



The original South Carolina Plan for Equity and Equal Opportunity in Higher Education permitted the allocation of \$1,071,799 to Denmark Technical College for program enhancement. The sum of \$15,720,895 was allocated to South Carolina State College for this same purpose. During the five years that the Plan was in effect, Denmark Technical College served 15% of the average number of students who attended these two traditionally black institutions while South Carolina State College served 85% of the students who attended the two institutions. The original Plan is being followed up by an extended effort to eliminate the remaining vestiges of segregation.

The enhancement actions taken under the original Plan for Equity and Equal Opportunity have made a significant positive impact on Denmark Technical College. The Commission on Higher Education and the State System for Technical and Comprehensive Education are to be commended for their commitment to equity and equal opportunity in South Carolina's institutions of higher education. However, those who are familiar with Denmark Technical College know that the institution must be provided additional special funding if it is to overcome past inequities and reach a competitive position with other high quality institutions of higher education in the State. The need for further enhancement is evident throughout the College.

#### Purpose of the Project

The purpose of this project is to implement key strategies needed to help Denmark Technical College overcome remaining historical deficiencies. These deficiencies are outgrowths of past inequities which prevent the institution from delivering quality educational services. This project will effect institutional renewal such that Denmark Technical College will emerge as a quality educational delivery system.

#### Significance of the Project

Through the South Carolina Plan for Equity and Equal Opportunity in Higher Education, about \$21,126,318 has been spent to remove vestiges of segregation and assure equal educational opportunity in the South Carolina institutions of Higher Education. The \$1,071,799 allocated to Denmark Technical College has begun to create the conditions to fully desegregate and assure equal educational opportunities at the institution. The Denmark Technical College Quality Assurance Project will identify all remaining vestiges of past inequities and systematically eliminate the question of whether Denmark Technical College has been enhanced.

#### Plan of Action

This Supplemental Enhancement Plan is a three-phased project designed to ensure quality programs and services at Denmark Technical College. Since the enhancement of Denmark Technical College is the concern of both the Commission on Higher Education (through the Desegregation Plan) and the State System for Technical and Comprehensive Education, it is requested that the initiatives included in this document be jointly supported through



the Desegregation Plan and through the traditional budgeting procedures of the State System for Technical and Comprehensive Education.

Phase I of this Supplemental Plan includes projects that should be funded and initiated prior to December 1986. It is hoped, therefore, that the Commission on Higher Education will allocate funds for all Phase I projects during September 1986. Phase II projects should be funded by the January 1987 Session of the General Assembly so that implementation can begin by July 1, 1987.

Phase III of this Supplemental Plan will be derived from the Phase I audit. During Phase III, all remaining historical deficiencies will be remedied to assure quality operations in each area of institutional functioning. This will be done by recognizing the findings and implementing all relevant recommendations generated during the Phase I audit. It is hoped that all projects that emanate from the Phase I audit can be funded during the 1988 Session of the General Assembly.

This three-phased approach to the enhancement of Denmark Technical College will ensure the fact that each expenditure made in the future to enhance Denmark Technical College will be based upon a sound rationale and will be a part of a systematic plan of action designed to help the State eliminate the issue of past inequities at Denmark Technical College.

#### PHASE I

Priority: 1  
Cost: \$100,000

##### 1. Project: Comprehensive Audit of Academic Programs and Primary Management Support Units

Although Denmark Technical College has many strengths and continues to be a valuable partner in the State's Technical College System, it has not completely overcome past inequities. The image of the institution needs to be improved and there is clear evidence of ineffective operations in many areas. All academic programs and key administrative support units need to be audited for the purpose of identifying problem areas and formulating and implementing appropriate changes. This project will support the cost of a team of experts to assist College personnel in accomplishing this task. The ultimate goal of this project is to determine what needs to be done to assure effective academic programs at the College so strategies may be implemented to guarantee productivity and quality education.

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Priority: 2  
Cost: \$1,000,000

2. Project: Equipment for Existing Academic Programs

The College's equipment budget for 1986-87 is \$28,000. In order to meet accreditation guidelines, \$26,000 was allocated for library acquisitions.

While existing equipment for academic programs is both seriously limited and outdated in many critical areas, only \$2,000 can be spent for equipment 1986-87. This project will remedy this very serious academic deficiency by providing needed up-to-date equipment for the quality education of students.

\*\*\*\*\*

Priority 3  
Cost: \$500,000

3. Project: Campus Security and Beautification

Funds to beautify the campus and improve security systems are needed. This project will include: (1) planting grass and shrubbery; (2) removing underbrush; (3) upgrading the sewer system; (4) patching pot holes on campus roads and side walks; and (5) caulking and painting existing buildings.

At the present time, the Campus Security Department is inadequately staffed and the poor lighting on campus makes it unsafe for pedestrian traffic after dark. Funds are needed to employ five (5) additional security officers and install lights in dark areas. This initiative will also serve to improve the image of the institution and place it in a better position to attract additional other-race students.

\*\*\*\*\*

PHASE II

Priority 1  
Cost: \$260,000

1. Project: Conversion of Old Cafeteria to an Instructional Facility

The Old Cafeteria Building is a vacant but structurally sound facility that can be renovated to house the Tailoring Department, Electronics Servicing Department and the Drafting Department. This building has sufficient space to permit the construction of five (5) faculty offices, three (3) special purpose labs, and two (2) general purpose classrooms which are needed to accommodate the three areas cited above.



This project will allow the College to relocate these three departments from the Engineering Building and provide additional space in the Engineering Building for our growing Business Department. This is a request for funds to renovate the Old Cafeteria to provide adequate facilities for these programs.

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Priority: 2  
Cost: \$1,000,000

2. Project: Renovation/Expansion of Canteen Section of Student Services Building

Funds are needed to renovate and expand the Canteen Section of the Student Services Building to provide needed additional space for student services programs.

This renovation/expansion project will include space for a campus post office, bookstore, office space for student organizations, a multi-purpose room, small dining area, day student lounge and game room.

This important project was a part of the College's 1985-86 permanent improvement request but was not funded. Since the College serves both day students and resident students, Denmark Technical College should provide facilities for a high quality student union program just as other effective institutions of higher education do.

\*\*\*\*\*

Priority: 3  
Cost: \$200,000

3. Project: Completion of Recreation Complex

The College has planned an outdoor complex to provide basic recreational experiences for students. The lowest bid received to construct the facility exceeded funds available. The original intent was to use funds generated by the institution to construct the complex. Since the College could generate only \$140,000, the track, spectator seating, and the comfort station had to be eliminated. This is a request for funds to enable the College to complete its Recreation Complex to provide needed support for programs such as R.O.T.C. and related academic and student services.

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Priority: 4  
Cost: \$3,500,000

4. Project: Construction of New Dormitory to Replace Dawkins Hall

On page 6 of this proposal, funds are requested to convert Dawkins Hall to an Administrative Support Center. That project will enable the College to consolidate related functions which are now scattered throughout the campus and permit the most effective use of available space.



This is a request for funds to construct a new female dormitory to replace the Dawkins Hall Dormitory after it has been converted to an administrative support center.

This new facility will not simply replace a dormitory that would be taken out of operation but will help to alleviate the serious over crowding in Dawkins Hall. Presently, four (4) students are being housed in each of the eighty-four (84) rooms that were originally designed for two (2) students. This is further complicated by the fact that Dawkins Hall is very poorly located on campus in its role as a residence hall.

\*\*\*\*\*

Priority: 5  
Cost: \$300,000

5. Project: Conversion of Dawkins Hall (Dormitory) to Administrative Support Center

Dawkins Hall is a dormitory for female students and is within a few feet of the Administration Building and the Office of the President. It is very poorly situated as a dormitory facility but is ideally located to serve as an Administrative Support Center to provide additional space for Administrative functions.

This project will provide funds to renovate Dawkins Hall to house the Counseling Center, Financial Aid, Admissions and Records, Computer Center, Institutional Advancement (to include Public Relations, Alumni Affairs, Institutional Research, Grants), Dean of Students and Career Planning and Placement. Not only will this project provide additional space for these administrative units, but will create the conditions for better management through improved coordination and supervision. Furthermore, this would allow the College to provide adequate space for the Developmental Studies Program which serves 96% of the student population.

\*\*\*\*\*

Priority: 6  
Cost: \$643,760

6. Project: Construction of Physical Plant Building

This is a request for funds to construct a Physical Plant Building. At the present time, physical plant operations are scattered throughout the campus in several different dilapidated facilities.

A building is needed to consolidate physical plant functions into one adequate facility to include central receiving, storage of supplies and equipment, motorpool, maintenance, and physical plant administrative offices. This project will not only help to beautify the campus but will result in improved supervision, management, productivity and security of state property.



This project will be followed by the demolition of dilapidated and inadequate structures.

\*\*\*\*\*

Priority: 7  
Cost: \$250,000

7. Project: Acquisition of Properties

This is a request for funds to purchase the dilapidated Artisse Smith house which is located in the middle of the campus on a 2.4 acre tract of land and a 38 acre tract of land located adjacent to the College's property line. The Smith property is needed for the purpose of improving the appearance of the campus and to provide space to expand the Canteen Section of the Student Services Building. The 38-acre tract of land is needed to accommodate the future growth of the campus and can be acquired at this time at a reasonable cost.

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Priority: 8  
Cost: \$3,900,000

8. Project: Construction of Science Building and Initiation of Four High Demand Programs

At the present time, the College does not have adequate facilities for the teaching of foundation courses in the physical and life sciences. In order to meet the mandates of the Southern Association of Colleges and Schools, the College must provide additional basic courses in the sciences to support various specialized programs.

This \$3,900,000 facility would provide space for basic instruction in the sciences and house planned programs in Mortuary Science and three other unique high demand programs for preparing paraprofessionals in the health and medical fields. These four new programs should be funded initially at about \$1,000,000. This project will promote the complete desegregation of the College.

\*\*\*\*\*

Phase III

Priority: -----  
Cost: -----

Phase III will consist of several projects that will be determined after the Phase I audit has been conducted. This phase will focus upon the implementation of the recommendation generated by the audit of all academic programs and the key management support units.



The total cost of this phase will be determined by calculating the various costs that must be supported to address the various deficiencies that will be revealed by the Phase I audit. If this audit work can be completed by June 30, 1987, this will allow ample time for the College to draft the details of this Phase so that funding can be considered by the January 1988 Session of the General Assembly.



## Resource Requirements

### PHASE I

	Cost
1. Comprehensive Audit of Academic Programs and Primary Management Support Units . . . . .	\$ 100,000
2. Equipment for Existing Academic Programs . . . . .	1,000,000
3. Campus Security and Beautification . . . . .	<u>500,000</u>
Sub Total	1,600,000

### PHASE II

1. Conversion of Old Cafeteria Building to an Instructional Facility . . . . .	\$ 260,000
2. Renovation/Expansion of Canteen Section of Student Services Building . . . . .	1,000,000
3. Completion of Recreation Complex . . . . .	<u>200,000</u>
4. Construction of New Dormitory to Replace Dawkins Hall . .	3,500,000
5. Conversion of Dawkins Hall (Dormitory) to Administrative Support Center . . . . .	300,000
6. Construction of Physical Plant Building . . . . .	643,760
7. Acquisition of Properties . . . . .	250,000
8. Construction of Science Building and Establishment of Four New High Demand Programs . . . . .	<u>3,900,000</u>
Sub Total	10,053,760

### PHASE III

Implementation of Recommendations Generated During the Phase I Audit of Academic Programs and Primary Management Support Units . . . . .	\$ <u>-----</u>
Sub Total	

\*Grand Total \$11,653,760

\*This total does not include funding for Phase III. The exact costs associated with Phase III will be determined after the Phase I audit.



Resource Requirements

The estimates included in this report are based on the information available at the time of preparation. It is recognized that the actual costs may vary from the estimates due to changes in the scope of the project, changes in the prices of materials and labor, and other factors. The estimates are intended to provide a general indication of the resources required for the project.

1. Comprehensive Audit of Academic Programs and Primary Management Support Unit	100,000
2. Equipment for Existing Academic Programs	1,000,000
3. Campus Security and Beautification	500,000
<b>Sub Total</b>	<b>1,600,000</b>

Phase II

1. Conversion of Old Cafeteria Building to an Instructional Facility	250,000
2. Renovation/Expansion of Eastern Section of Student Services Building	1,000,000
3. Completion of Recreation Complex	200,000
4. Construction of New Dormitory to Replace Dorming Hall	3,500,000
5. Conversion of Dining Hall (Dormitory) to Administrative Support Center	300,000
6. Construction of Physical Plant Building	643,750
7. Acquisition of Properties	250,000
8. Construction of Science Building and Establishment of Four New High Demand Programs	3,900,000
<b>Sub Total</b>	<b>10,023,750</b>

Phase III

Implementation of Recommendations Generated During the Phase I Audit of Academic Programs and Primary Management Support Unit	211,653,750
<b>Sub Total</b>	<b>211,653,750</b>

\*This total does not include funding for Phase III. The exact costs associated with Phase III will be determined after the Phase I audit.



Appendix B: Guidelines for Desegregation Plan Grant Programs

1. The Graduate Incentive Fellowship Program
2. The Other Race (Undergraduate) Grants Program
3. Student Retention Projects
4. Public School District Projects







## GRADUATE INCENTIVE FELLOWSHIP PROGRAM

## PURPOSES OF THE PROGRAM

The Graduate Incentive Fellowship Program has five major purposes:

1. to increase the number of "other race" students<sup>1</sup> in graduate and professional programs of study at public postsecondary institutions in the state;
2. to reduce any disparity that exists between the proportion of black state residents and white state residents completing graduate and professional programs at South Carolina's public postsecondary institutions;
3. to increase the pool from which "other race" faculty and administrative staff members are chosen by South Carolina public postsecondary institutions;
4. to increase, at South Carolina public institutions, the number of "other race" students studying at the master's and first<sup>2</sup> professional level in "shortage" academic/professional areas<sup>2</sup> in the state;
5. to increase the number of outstanding "other race" students, remaining in the state following completion of their graduate/professional studies. Provisions will be made, where suitable, for recipients to serve as teaching or research assistants.

## STUDENT ELIGIBILITY CRITERIA

Doctoral Level

1. United States citizen;
2. accepted for admission to, or enrolled as, a full-time student in a doctoral program or other terminal degree program in the fine or applied arts at a South Carolina public postsecondary institution;
3. member of "other race" at institution to be attended;
4. outstanding student;<sup>3</sup>
5. for annual renewal, satisfactory academic standing,<sup>4</sup> and continued full-time status.

NOTE: In instances where there are equally qualified applicants who are South Carolina residents and nonresidents, preference will be given to applicants who are South Carolina residents.

<sup>1</sup> "Other race" students are black students at traditionally white institutions and white students at traditionally black institutions.

<sup>2</sup> "Shortage" academic/professional areas are areas in which overall shortages exist in South Carolina, or areas in which black state residents are under-represented. The definition also applies to manpower needs in South Carolina.

<sup>3</sup> Outstanding student as defined by the participating institution on the basis of previous academic record and scores on any tests required by the institution.

<sup>4</sup> Satisfactory academic standing as defined by the institution attended.



### Master's and First Professional Level

At the master's level, priority will be given to students with strong academic records whose ultimate intent is to pursue a terminal degree program which would qualify them for a college teaching position.

1. United States citizen;
2. accepted for admission to, or enrolled as, a full-time student in an eligible master's or first professional program at a South Carolina public postsecondary institution;
3. bona fide resident of South Carolina;<sup>5</sup>
4. member of "other race" at institution to be attended;
5. outstanding student;
6. for annual renewal, satisfactory academic standing, and continued full-time status in an eligible program.

### LIMITATIONS OF AWARDS

The maximum annual amount of a Graduate Incentive Fellowship will be \$10,000 at the doctoral level and \$5,000 at the master's level. The same limitations used in awarding other fellowships and assistantships should be applied in determining the final amounts of Incentive Fellowships.

### ADMINISTRATIVE RESPONSIBILITIES

The South Carolina Commission on Higher Education will have overall administrative responsibility, to include:

1. requesting program funding annually through the Budget and Control Board;
2. determining annually the eligible shortage areas in graduate/professional academic programs and in manpower needs in South Carolina, with the assistance of an ad hoc group formed for the purpose, giving priority to the areas represented by eligible Fellowship renewal applicants;
3. notifying eligible institutions in timely fashion concerning steps required on their part in the application, awarding and reporting procedures;
4. receiving and processing annually requests from institutions for funding;
5. annually recommending allocation of funds to institutions in equitable fashion on the basis of eligible programs and institutional estimates of eligible students;
6. annually, gathering and analyzing, pertinent information from institutions, regarding Fellowship recipients, to accompany each year's request for subsequent year state funding and to be included in reports to the federal government.

<sup>5</sup>

As defined in Chapter 112, Title 59, of the South Carolina Code of Laws.



Eligible public postsecondary institutions will have the following responsibilities:

1. annually meeting a maintenance of effort requirement by submitting to the Commission, with the request for funding of Graduate Incentive Fellowships to be awarded in a given year (and again by the end of the fiscal year), a report which states (verifies): (a) that the institution did not supplant any institutional funds with Graduate Incentive Fellowship funds; (b) that graduate scholarship and fellowship funds have been awarded, at not less than the level of the preceding year; (c) that the level of scholarship and/or fellowship awarded to "other race" students has not been reduced. These reports will provide data, by race, on the number and level of scholarships and/or fellowships that have been awarded.
2. annually requesting Fellowship funding on the basis of estimated numbers of eligible students expected to be recruited into designated "shortage" area programs;
3. receiving and screening Fellowship applications; and selecting recipients, with priority being given to recipients eligible for renewal;
4. utilizing other available fellowships and assistantships in conjunction with Incentive Fellowship funds allocated to the institutions to recruit and assist as many "other race" students as possible;
5. submitting at least annually to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include:
  - a. Certification that copies of completed "Agreements" are on file for all students receiving Graduate Incentive Fellowships and, for master's and first professional students, that all residency requirements have been met.
  - b. A report indicating the status of students who have received Graduate Incentive Fellowships in past years. Once a former recipient has fulfilled his/her obligation and that has been reported, no further reporting on that student is required.
6. recycling such funds as may be received in lieu of students completing their in-state residency and employment obligations to new Graduate Incentive Fellowships, and reporting annually on any such actions taken.

#### RECIPIENT RESPONSIBILITIES

Beyond initial eligibility and renewal requirements, each recipient is required to sign a legal obligation to remain and work in South Carolina, following completion of studies, for the same number of years that the Incentive Fellowship has been received. If this legal obligation is not met, repayment of the funds granted with interest, will be required. The Commission on Higher Education may relieve a recipient of this obligation for just cause.



**PRIMARY SHORTAGE AREAS FOR BLACK GRADUATE STUDENTS  
MASTER'S AND FIRST PROFESSIONAL LEVEL**

**Business and Management**

**Computer and Information Science**

**Engineering**

**Health Science (doctoral and first professional level only)**

**Life Science**

**Mathematics**

**Physical Science**

**Public Affairs and Services**

**Social Services (history, geography, political science, economics,  
anthropology, archeology, sociology, urban studies)**

**Law**

**JEW:4/87**



## THE SOUTH CAROLINA HIGHER EDUCATION DESEGREGATION PLAN

### I.C.5. Guidelines for Administering The "Other Race" Grants Program

#### Background and Description of the Program

The "Other Race" Grants Program was developed to facilitate progress toward achievement of goals in the South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education, 1986-87 and Beyond. The Program is designed to serve "Other Race" South Carolina resident students who matriculate at public colleges and universities.

The amount authorized for each "Other Race" grantee is \$1,000 for the academic year, with no guarantee that "Other Race" Grant funds will be provided for the student in subsequent years. The primary purpose of this program is to make funds available to "other race" students who have proven their ability to do college-level work. Therefore, grantees who maintain a cumulative grade point average (GPA) of at least 2.00 will be eligible to receive additional grants in subsequent years if funds are available. Not more than 20% of available grant funds may be awarded to first-time entering freshmen.

#### Eligibility Requirements

##### A. Upper Level Baccalaureate Degree Seeking Students

1. At least 65% of the funds available for upper-level (junior and senior) students must be awarded to transfer students who are entering the institution for the first time, while up to 35% may be used to support retention of students already enrolled at the upper division level. In order to be eligible to receive an "Other Race" Grant, the applicant must:
  - a. be a United States citizen;
  - b. be a South Carolina resident;
  - c. have completed at least 60 semester hours in an academic program in which the institution offers a baccalaureate degree, or have completed the requirements for the Associate of Arts or the Associate of Science degree or any other associate degree at an institution which is regionally accredited;
  - d. have a cumulative GPA of at least 2.00;
  - e. be accepted for admission at a public postsecondary institution where the student would be "Other Race" (racial minority);
  - f. enroll as a full-time, degree-seeking student.



**B. First-Time Entering Freshmen Students**

1. Not more than 20% of available grant funds may be awarded to first-time entering freshmen. In order to be eligible to receive an "Other Race" Grant, the applicant must:
  - a. be a United States citizen;
  - b. be a South Carolina resident;
  - c. have a high school GPA of at least 3.00;
  - d. be accepted for admission at a public postsecondary institution where the student would be "Other Race" (racial minority);
  - e. enroll as a full-time, degree-seeking student.

**C. Sophomore Students**

1. In order to be eligible to receive an "Other Race" Grant, the applicant must:
  - a. be a United States citizen;
  - b. be a South Carolina resident;
  - c. have completed at least 30 semester hours in an academic program in which the institution offers a baccalaureate degree, or have completed at least 30 semester hours towards the requirements for the Associate in Arts or the Associate in Science degree at an institution which is regionally accredited;
  - d. have a cumulative GPA of at least 2.00;
  - e. have received an "Other Race" Grant as a first-time entering freshmen;
  - f. enroll as a full-time, degree seeking student.



**Administrative Responsibilities**

The South Carolina Commission on Higher Education will have overall administrative responsibility to include:

1. requesting program funding annually through the Budget and Control Board;
2. notifying eligible institutions in timely fashion concerning steps required on their part in the application, awarding and reporting procedures;
3. receiving and processing annually requests from institutions for funding;
4. annually recommending allocation of funds to institutions in equitable fashion on the basis of eligible programs and institutional estimates of eligible students;
5. annually, gathering and analyzing pertinent information regarding grant recipients from institutions to accompany each year's request for subsequent year State funding and to be included in reports to the federal government.

Eligible public postsecondary institutions will have the following responsibilities:

1. annually meeting a maintenance of effort requirement by submitting to the Commission, with the request for funding of "Other Race" Grants to be awarded in a given year (and again by the end of the fiscal year), a report which states (verifies) that the institution did not supplant any institutional funds with "Other Race" Grant funds and provides data, by race, on the number of grants that have been awarded;
2. annually requesting grant funding on the basis of eligible students;
3. receiving and screening grant applications; and selecting recipients;
4. utilizing other available financial aid funds in conjunction with these grants to recruit and assist as many "Other Race" students as possible;
5. submitting at least annually to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include certification that all students receiving "Other Race" Grants are South Carolina residents.



## **THE SOUTH CAROLINA HIGHER EDUCATION DESEGREGATION PLAN**

### **I.C.6. Institutional Grants Program For Student Retention Activities**

#### **FY 1987-88 Program Guidelines**

##### **Description**

Senior public institutions and regional campuses of the University of South Carolina may apply for and be awarded grants in amounts ranging from \$3,000 to \$50,000 to support student retention activities that seek to reduce attrition of black students enrolled at the traditionally white institutions and white students at South Carolina State College. Approximately 20 grants will be awarded for projects to be implemented during the period of August 1, 1987 to June 30, 1988.

##### **Goals**

- A. To reduce any disparities that may exist between the retention and graduation rates of black and white students enrolled at the public institutions of higher education in South Carolina
- B. To increase the number of "other race" students enrolled at traditionally white institutions and traditionally black institutions.

##### **Eligibility Criteria**

To be eligible for participation in this program, the institutions described above should meet the following criteria:

- A. The institution must have a Student Recruitment/Retention Plan that has been submitted for review to the Desegregation Plan staff of the Commission on Higher Education and approved by the Commission. (See pp. 25-16 of the South Carolina Plan for Equity and Equal Opportunity in Higher Education for additional details).
- B. The institution must demonstrate that it is making progress toward achieving enrollment equity.



### Allowable Costs

In the Grants Program for Student Retention Activities, support may include direct costs of efforts for:

- A. Workshops and training programs to enable staff and faculty to understand the issue of retention as it affects minority college students
- B. Development of studies to identify factors that contribute to high dropout rates of minority students
- C. Development of successful retention programs for minority students
- D. Improving existing retention programs for minority students
- E. Strengthening identification and counseling of prospective minority students as a retention strategy

### Submitting Proposals

- A. Each proposal/application should consist of no more than 12 double-spaced, typed (8½" x 11") pages.
- B. To facilitate orderly review, proposals/applications should be compiled as follows:

COVER SHEET - title of project, proposed dates of implementation, and signature of authorized institutional official

SUMMARY - a concise description of the proposed activities (1 or 2 pages)

NARRATIVE - a detailed description of the project (approximately 5 to 7 pages)

EVALUATION PROCEDURES - methods that will be used to evaluate the project (2 to 4 pages)

BUDGET - personnel, supplies, services, equipment, etc.

- C. Proposals should be submitted no later than July 8, 1987 to:

Desegregation Plan Coordinator  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201



## THE SOUTH CAROLINA HIGHER EDUCATION DESEGREGATION PLAN

### I.C.7. Public School District Projects to Motivate and Prepare Black Students for Success in College

#### FY 1986-87 Program Guidelines

##### Description

This grant program will provide support for up to ten public school district projects that offer instruction, counseling, and/or other activities to aid in identifying black, potential college applicants and, at the same time, help prepare them for success in college. Public elementary, middle, and secondary schools play a vital role in providing educational activities that motivate and prepare students for success in college. This program encourages schools and school districts to establish and implement special activities and projects that will help to increase the number of black students who will be prepared for and interested in obtaining a college education.

##### Goal

To increase the number of black students who will be academically qualified and motivated to attend and succeed in college upon their graduation from high school.

##### Eligibility

Each public school district is eligible to apply for a grant for a project at one or more schools within the district.



### Types of Projects

In 1986-87, the Commission will fund approved projects that consist of one or a combination of the following activities to increase the pool of black potential college students.

- A. Special assistance activities (in school, after school or during the summer) for black students in the middle and high schools. These may include enrichment programs for students with special needs, interests or abilities. Also encouraged are proposals to enhance students' test-taking skills. Also, programs may be motivational, i.e., designed to stimulate interest in professional careers which require higher education.
- B. Staff in-service training. Activities may include public school and higher education staff in-service training in effective counseling techniques, communication with parents, building public school-college relationships, or other activities designed to better prepare staff to help disadvantaged students prepare for and enroll in higher education institutions.
- C. Parent involvement. One of the most vexing student recruitment problems is that of reaching parents who otherwise may never consider college as an option for their sons or daughters. Some parents who have never attended college or perhaps never graduated from high school do not encourage their children to prepare for college. Parents also may have difficulty working through the maze of identifying an appropriate college and helping their children complete necessary forms for college acceptance and financial aid, even if their children do wish to attend college.  
  
Creative proposals for reaching parents of middle and high school students to help them help their children understand the importance of course selection and achievement are encouraged. Also encouraged are proposals to work with parents to assist them through the "college-entrance-maze."
- D. Faculty/staff exchange program. Proposals for faculty or staff exchange programs between the public schools and higher education institutions are encouraged to promote a deeper understanding of the black student and to give black students a better appreciation for higher education opportunities.



Submitting Proposals

Each proposal must include the following components:

- A. Goals of the Project - In the broadest sense, the goal of the project should be to increase the pool of potential black college students. List the specific goals of your proposed project.
- B. Need for the Project - Tell why your school or district would benefit from the program or activity.
- C. Activities to be Conducted - Describe the activities which will be carried out to meet the goals listed above.
- D. Population to be Served - Describe the number, age or grade status (if appropriate), and other relevant criteria for participants in the program. Tell how the participants will be selected.
- E. Time Frame - Please provide a timetable for accomplishing the major activities of the project. This timetable should not exceed one year. Funds may be committed for only one year at a time. Projects which can be accomplished by July 1, 1987 are encouraged.
- F. School/College Communication - Present a plan for involving staff from one or more higher education institution(s) in your area. At a minimum, higher education staff should be involved in the planning and evaluation activities. This staff may include admissions personnel, recruiters, faculty members or administrators, depending on the focus of the project.
- G. Budget - Present a detailed breakdown of all resources needed and all funds requested from the Commission on Higher Education for this project. Personnel and nonpersonnel costs should be specified on an item by item basis. Full-time employees may not receive pay from grant funds for activities conducted during regular working hours. The budget should not include requests for funds to disseminate materials to other school districts. Responsibility for such dissemination will be assumed by the Commission on Higher Education.
- H. Evaluation - Tell how the project will be monitored and evaluated to determine if the objectives of the project have been met. Tell when the evaluation will be completed. Describe follow-up activities which will help ensure that any positive effects of the project will be continued.
- I. Official Endorsement - Approval in writing from the school superintendent and principals involved must be submitted.



Involvement of Parents and Others from the Community

Parents and others from the community should be involved in planning and implementing the program.

Notification of Intent to Submit Proposals

School districts that plan to submit proposals should complete and return the attached form by September 12, 1986.

Deadline for Submitting Proposals

Proposals should be submitted by October 12, 1986 to:

Desegregation Plan Coordinator  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 650  
Columbia, South Carolina 29201







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